

**Islamic Republic of Mauritania**  
**Ministry of Education**  
**And Educational System Reform**  
**National Pedagogic Institute**

**Honor - Fraternity - Justice**

## **ENGLISH GUIDE**

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

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## Foreword

Dear colleagues, supervisors, and teachers,

The National Pedagogical Institute is pleased to provide the teaching and supervisory staff with the pedagogical guide for English in the first year of secondary school. This guide is an essential tool to support teachers in fulfilling their educational missions and a vital means for improving classroom practices and promoting the quality of education.

The publication of this guide marks the return of the National Pedagogical Institute to a long-interrupted educational tradition, since the guide is an indispensable pedagogical instrument. Indeed, it provides clear and precise guidance on how to make the best use of the textbook, how to benefit from available educational resources, and how to choose the most suitable teaching methods for different pedagogical situations, including the management of heterogeneity and individual differences among learners.

Designed in accordance with the pedagogical approach underpinning the school curricula, this guide helps teachers organize their lessons in a logical progression, to structure their teaching practices in harmony with official requirements, and to highlight the objectives, content, and planned activities. As a true methodological support, it facilitates the implementation of active and innovative teaching methods, promotes effective knowledge acquisition, and contributes to both collective and individual student success.

We hope that this work will contribute to improving students' learning outcomes, in line with the ambitions of the Republican School, which aims to provide quality, fair, and inclusive education. Finally, we wish you all a school year full of success, creativity, innovation, and hope.

**The Director General  
Dr. Cheikh Mouadh Sidi Abdallah**

## Introduction

This Teacher's Guide has been prepared by the author committee to accompany the textbook *Study English* for the first year class. It is intended to support teachers in making the most effective use of the student's book and to ensure consistency in the implementation of the national English curriculum.

Our aim is to provide teachers with practical guidance, clear explanations, and methodological suggestions that respond to the needs of first-year secondary learners. The guide explains the rationale behind each unit, outlines lesson objectives, and offers step-by-step procedures to be followed in teaching the different units. It also provides keys answers to the various activities in the student's book.

The committee recognizes that teachers in Mauritania work in varied contexts and often face challenges of large classes, limited resources, and differing learner abilities. With this in mind, teachers are encouraged to adapt lessons to local realities while maintaining the integrity of the curriculum.

We hope that this guide will be a useful companion in your teaching journey. It is our sincere wish that it helps you inspire, motivate, and empower your learners to use English with confidence.

**The Committee**

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## Introduction

Dear teachers this guide is an attempt to ease your task to reach the goal of the English curriculum through teaching the student's book in a way compatible with the aims of the holistic approach. As mentioned in the curriculum: "...The general aims include but are not limited to:

- Forming a Mauritanian citizen rooted in their Islamic and cultural values and open to the other world;
- Endowing the learner with the knowledge, skills and attitudes that will allow them to perform and participate in classroom activities, be a good learner, independently express their ideas and opinions, tolerate and accept the other and respect their point of view;
- Enabling the learners to, effectively, foster their cognitive, emotional and sensorial abilities to develop skills and competencies for them to solve daily life problems and take responsibility for their own learning."

Each lesson is presented as follows:

Unit	Lesson Title	Lesson number
I/ Rationale II/ Objective III/ Content IV/ Materials V/ Lesson Steps A/ Lead-in B/ Presentation C/ Practice		

We have chosen to take only one lesson from each unit, as a sample.

**The authors**

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**I learn how to greet and take leave.****I. Rationale:**

Greetings and farewells are essential for everyday communication. They help establish, maintain, and end interactions in a polite and culturally appropriate way. They make the first step for language learners in developing functional communication skills.

By learning how to appropriately greet others and say goodbye in different contexts - formal, informal, spoken, and written - students build confidence and foster positive social relationships.

**II. Objective**

The objective of this part is to make students listen and repeat greetings in English language and to enable them to greet and answer greetings in a good and sociable manner.

**III. Content**

- Different expressions of greetings (parts of the day).
- Different expressions of leave-taking/ farewell.
- Personal pronouns (I –we -you).
- Verb ‘to be’ with simple adjectives.

**IV. Materials**

The teacher can use any available materials including their own skills (student’s book, drawing, gestures, etc.) in a useful manner.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Greet individual students then the whole class using one form of greeting.

**B/ Presentation** (20 minutes)

Ask the students to read the dialogue (Student’s Book - P9) silently. Then model reading for them. Finally, get them to act the dialogue out reading it in their books.

Elicit from the class:

- The number of people in the dialogue;
- Who they are, and

- Where they are.

Then have them underline any greeting form or expression they can identify.

**Language focus** (10 minutes)

The teacher should explain to the class when to use these forms of greetings (formal/informal).

- **Greetings:** hi/hello/how are you?

I am fine/fine/ thank you/thanks...

- **To be** in simple present tense.

I am (**I'm**).

he, she, it **is** ('s)

we, you, they **are** ('re).

- **Adjectives:** good-fine-okay

**C/ Practice** (20 minutes)

**Answers:**

a. Complete the following conversation using the appropriate words. Choose from the box:

I - am - hi - how - Bye - are - fine - too - you - and - how - goodbye - thanks.

**Harouna:** Hi, Ahmed, how are you?

**Ahmed:** I am fine. And you?

**Harouna:** I am fine. Thanks?

**Isselmou:** Hi, Harouna!

**Harouna:** Hi!

**Ahmed:** Sorry, friends. I'm late. Goodbye.

**Harouna:** Bye!

b. Fill in the blanks with the missing words to complete the conversation.

**Mohamed:** Hi, Demba. How are you?

**Demba:** I am fine. Thanks. How are you?

**Mohamed:** I am fine, too. Thanks.

c. Rearrange the words to make sentences.

a. How are you, Brahim?

b. I am fine. Thanks. And you?

c. Hi, good morning, Jack./ Hi, good morning, Jack

d. I am going home. Bye bye.

**I learn how to talk about oneself.****I. Rationale**

Talking about oneself is a key skill in language learning. It enables learners to say who they are, share personal information, and connect with others. It can help learners develop identity, confidence, and self-expression in the target language.

Being able to talk about oneself is a practical and relevant communicative goal that prepares learners for common real-life situations such as meeting new people, filling out forms, joining group conversations, and participating in interviews

**II. Objective**

The teacher's objective in this lesson is to enable the students to be able to ask for and give answers about nationality, occupation/job, residence and age appropriately.

**III. Content:**

- Telling and asking about basic personal information (name - age - residence - origin- nationality)
- Alphabet
- Cardinal numbers
- Possessive adjectives (my- our- your)

**IV. Materials**

The teacher can use any available materials including their own skills (student's book, drawing, gestures...) in a useful manner.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in**

(10 minutes)

- Ask the students to open their books and watch the picture in this lesson.
- Ask them to express their impressions about it.
- Tell them that they are acting like this when greeting or leaving.

**B/ Presentation**

(20 minutes)

Ask the students to read the examples silently.

- Read the dialogue loudly.
- Ask the students to listen carefully.
- Ask the students to play roles in reading and try to correct their

pronunciation.

- Let them ask questions and give answers as in the chart below:

Questions	Answers
What is your name?	My name is Abdoulahi.
Where are you from?	I am from Mauritania.
Where do you live?	I live in Boghe.

**Language focus** (10 minutes)

The teacher should focus on the following:

- **The alphabet:** Capital letters and small letters.

- **Numbers:** from 0 to 50

- **Grammar points:**

- Present tense of “to be” for the first person singular: “am.”

- Present tense of “to have”: for the first person singular “have”

- Contractions used in common speech:

I am = I’m      You are = you’re      He is = he’s      She is = She’s

We are = we’re

I have = I’ve      You have = You’ve      He has = He’s      She has = She’s

We have = we’ve      They have = they’ve

Name is = name’s

- Personal pronoun: I

- Possessive adjective: my

**C/ Practice** (20 minutes)

**Answers:**

a. Fill in the blanks with the missing words.

1. Malick: My name is Malick. I am from Aleg. I live in Nouakchott.

2. Savia: My name is Savia. I am from Mauritania and I live in Boutilimit.

3. Demba: My name is Demba. I’m from Boghe. I live in Aioun.

4. Djeinaba: My name is Djeinaba. I am from Bababé, but I live in Kiffa.

b. A paragraph about me:

Hello! My name is Aicha. I am twelve. I am from Bababe, but I live with my parents in Rosso. My father is a teacher. My mother is a nurse.

c. Write the following names and places in sentences that tell who the people are and where they come from or live:

- |                        |   |
|------------------------|---|
| 1. Ali, Akjoujt :      | <u>My name is Ali. I live in Akjoujt.</u>       |
| 2. Marieme, Zoueratt : | <u>My name is Mariem. I live in Zouerate.</u>   |
| 3. Alia, Mederdra :    | <u>My name is Alia. I live in Mederdra.</u>     |
| 4. Amadou, Boghé:      | <u>My name is Amadou. I live in Boghé</u>       |
| 5. Sokhna, Selibaby:   | <u>My name is Sokhna. I live in Selibaby.</u>   |
| 6. Bintou, Mbout       | <u>My name is Bintou. I live in Mbout.</u>      |
| 7. Ahmed, Boghe        | <u>My name is Ahmed. I live in Boghe.</u>       |
| 8. Aicha, Nouadhibou   | <u>My name is Aicha. I live in Nouadhibou.</u>  |
| 9. Diallo, Nouakchott  | <u>My name is Diallo. I live in Nouakchott.</u> |
| 10. Mariem, Tidjikja   | <u>My name is Mariem. I live in Tidikja.</u>    |

d. Rearrange the words in these sentences, and use capital letters in the correct places.

- |                             |   |                              |
|-----------------------------|---|------------------------------|
| 1. mohamed- my- name- is:   | - | <u>My name is Mohamed.</u>   |
| 2. nouadhibou- from- am-I:  | - | <u>I am from Nuoadhibou.</u> |
| 3. from- atar- I- am:       | - | <u>I am from Atar.</u>       |
| 4. live- l- in- selibaby:   | - | <u>I live in Selibaby.</u>   |
| 5. name- is- my- fatimatou: | - | <u>My name is Fatimetou.</u> |

**I learn how to greet and take leave.****I. Rationale:**

Introducing others is a key social skills in English. It helps students build connections, show politeness, and participate in conversations confidently. In everyday life, whether at school, in the workplace or in the community, people often meet new individuals through someone they already know.

**II. Objective**

At the end of the lesson, students will be able to introduce others and respond to introductions.

**III. Content**

- Different expressions to use when introducing others.
- Different expressions to use when being introduced by someone else.

**IV. Materials**

The teacher can use any available materials including their own skills (student's book, drawing, gestures, etc.) in a useful manner.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Review "introducing oneself" with the class, asking two or three students to present themselves to the class.

**B/ Presentation** (20 minutes)

Ask the students to look at the picture on page 20 of their textbook, and get them to answer questions about how many people there are, whether or not they know each other, what they are supposed to be saying, etc.

Then, discuss the dialogues below the picture.

**Language focus** (10 minutes)

Introduction expressions:

... this is... (informal)

...I'd like to introduce... (formal)

Responding to introductions expressions:

How do you do?

Nice to meet you.

Nice to meet you, too.

The teacher should explain to the class how ordinary verbs are conjugated into the simple present tense using the example below:

Simple present tense of ordinary verbs

To listen in simple present tense		
Affirmative form	Negative form	Interrogative form
I listen	I do not listen	Do I listen?
You listen	You do not listen	Do you listen?
He listens	He does not listen	Does he listen?
She listens	She does not listen	Does she listen?
It listens	It does not listen	Does it listen?
We listen	We do not listen	Do we listen?
You listen	You do not listen	Do you listen?
They listen	They do not listen	Do they listen?

**.B. Simple adjectives:** glad / nice / happy / pleased

**.C. Nationalities:** He is Mauritanian. She is Japanese

**C/ Practice** (20 minutes)

**Answers:**

*.Use this chart to fill in the blanks with the correct nationality*

Name	Occupation	Country
Mebrouk	taxi driver	Mauritania
Rabya	teacher	Morocco
Teyib	engineer	Algeria
Jacob	farmer	Mali
Bob	writer	England

Mebrouk is a taxi driver. He is Mauritanian.

Rabya is a teacher. She is Moroccan.

Teyib is an engineer. He is Algerian.

Jacob is a farmer. He is Malian.

Bob is a writer. He is English.

**I learn how to identify things****I. Rationale:**

Identifying things is a foundational communicative function that allows learners to name, describe, and ask about objects in their environment, which supports interaction in a wide range of everyday situations—such as shopping, classroom activities, giving directions, and builds the foundation for more complex language use.

By practicing how to identify and describe things, students become more independent and confident in expressing their needs, navigating new environments, and engaging in meaningful interactions.

**II. Objective**

The aim of this lesson is to enable students to identify things and give enough information about school objects, surrounding things, etc.

**III. Content:**

- Classroom objects.
- Personal items/ belongings.
- Demonstratives
- Indefinite articles
- There is/ there are
- Pronouns (it- they)

**IV. Materials**

The teacher can use any available materials including their own skills (drawing, gestures, etc.)

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture (See lesson in Student's Book.)

Ask as many questions as you can.

Try and help the class come up with examples from their homes, using the language they already know.

**B/ Presentation** (20 minutes)

After reading the dialogue, get the students to act it out reading from their books. Make sure you fix any possible pronunciation issues that may arise (self correction - peer correction - teacher correction.)

**Language focus** (10 minutes)

The teacher should focus on pronunciation and the grammar points below:

- **This** and **That** are used for singular.
- **These** and **Those** are used for plural.
- **This/These**: for close things.
- **That/those**: for far things.

When you want to know if someone has a particular object, you can ask questions such as:

- Do you have (a/an) \_\_\_\_\_?
- Does he/she have (a/an) \_\_\_\_\_?

**C/ Practice** (20 minutes)

**Answers:**

a. Answer the following questions about your house:

1. How many livingrooms are there in your house?  
- There are three rooms in my house.
2. Do you have a fridge in your house?  
- Yes, we do.
3. Do you have a bed in your room?  
- No, I don't.

b. Ask your deskmate about their house (rooms, furniture, etc.)

Question	Answer
- How many rooms has your house got?	In my house, there are four rooms: one livingroom, two bedrooms, and a diningroom. It also has a kitchen, and a bathroom.
- Do you have any furniture in your house?	Yes, of course. There are six mattresses, ten pillows, a large sofa, a table, and ten chairs.
- Does your house have a garden?	Yes, it does. I t has go a beautiful garden.

c. Write an inventory of your own house objects. Stand up and read it out loud.

Name the objects in your house and the rooms where they can be found.

- 1 fridge
- 10 plates
- 4 knives
- 6 spoons
- 2 cooking pots
- 2 frying pans
- 1 oven
- 10 pillows
- 1 Vacuum cleaner
- 2 tables
- 4 chairs

**Learn how to give and respond to instructions:****I. Rationale:**

Giving and responding to instructions is a practical and crucial communication skill that helps learners participate effectively in daily tasks, classroom routines, etc.; and allows them to independently and collaboratively function in a variety of contexts. It also encourages key aspects of effective communication

**II. Objective**

At the end of this lesson, students will be able to give and appropriately respond to classroom instructions.

**III. Content**

Classroom and other instructions  
Imperative(positive/ negative)  
Direct

**IV. Materials**

Student's Book, pictures, classroom objects...

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

- Elicit from the class what they can see in the picture. Ask as many questions as you can. Try and help the class come up with examples of classroom instructions. You can help them with vocabulary they don't know when they get stuck. This activity will allow your students to practice listening and speaking.
- You may want to act out some possible examples of instructions you and the class can imagine the teacher in the picture is giving to his students.
- For more in context examples, read the dialogue to them, get them to act it out, then ask them to highlight/list any examples the dialogue may contain.

**B/ Presentation** (20 minutes)

- Ask the students to read the examples silently.
- Read the dialogue loudly.
- Ask the students to listen carefully.
- Ask the students to play roles in reading and try to correct their pronunciation.
- Show how to give and to respond to instructions (formal/ informal).

## Language focus

(10 minutes)

The teacher should focus on the importance of understanding and responding to instructions, and also focus on these grammar points:

### Positive commands:

- Look at me!
- Listen to me!
- Be on time!
- Clean the board!
- Write the date!
- Look around you!
- Write with a blue pen!
- Behave yourselves!
- Use a blue pen or a black one!

### Negative commands:

- Don't sit on the tables!
- Don't throw pieces of paper on the floor!
- Don't spit on the wall!
- Don't write with a red pen or a pencil!

**Positive instruction:** Simple form of the verb.

e.g: - listen to me!

**Negative instruction:** Don't + simple form of the verb

e.g: - Don't sit on the table!

## C/ Practice

(20 minutes)

### Answers:

**a.** Look at each picture and find the correct positive or negative instruction given by the teacher.

1. Look at the board!
2. Don't write with a red pen!
3. Don't sit on the table!
4. Don't spit on the wall!
5. Write with a blue pen!
6. Open your copybook!

**b.** Give negative instructions.

- Don't eat chewing gum in class!
- Don't laugh in front of a teacher!
- Don't put much sugar in the tea!
- Don't write with a red pen!
- Don't walk on the tables!
- Don't switch on your mobile!
- Don't go to the sea this week!

**c. Write five positive commands and five negative ones.**

**Five positive commands:**

1. Listen to the teacher!
2. Help the poor!
3. Clean your room!
4. Revise your lessons!
5. Eat your food!

**Five negative commands:**

- a. Don't eat in the classroom!
- b. Don't go to bed before praying!
- c. Don't stain the walls!
- d. Don't cut trees!
- e. Don't disturb your neighbors!

**d. Rearrange the words to come up with clear instructions.**

1. Review your English lessons!
2. Aicha, behave yourself!
3. Don't drink cold water!
4. Go to bed early!
5. Obey your parents!

**I learn how to ask for clarification and repetition.****I. Rationale:**

Asking for clarification and repetition is a crucial communication strategy that allows learners to manage conversations and overcome language barriers. It helps students remain engaged, avoid misunderstandings, and build confidence when they do not fully get what has been said. It gives learners a sense of control in conversations and reduces anxiety. It also prepares them for authentic interactions inside and outside the classroom, where asking for help or clarification is often necessary.

**II. Objective**

At the end of this lesson, students will be able to appropriately interrupt and ask for clarification while engaging in a conversation.

**III. Content**

- Expressions and phrases used in interrupting;
- Expressions and phrases used in asking for clarification and/or repetition.

**IV. Materials**

Student's Book, pictures, classroom objects...

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead in** (10 minutes)

Point to a student and ask them their name; when they give it to you, pretend you did not hear them well. Ask them to repeat what they had said and have them spell it. Then, have them read the dialogue, and the comprehension questions.

**B/ Presentation** (20 minutes)

Ask the class to go through the dialogue, and underline any interrupting and/or asking for clarification expressions they can identify. If they are in difficulty, guide and help them by giving them one example of each, then together with them complete the list.

**Language focus** (10 minutes)**Interrupting and asking for clarification expressions:**

- I beg your pardon!
- Can you say that again?
- What is that again?
- (Can you) repeat, please?

- How do you spell it, please?

- What does it mean?

**C/ Practice**

(20 minutes)

**Answers:**

**a. Answer the following questions:**

Question	Answer
1. Where does the call come from?	The call come from the United States.
2. Is Halima Hotel in Atar?	No, it isn't. It's in Nouakchott.
3. Why is James calling Halima Hotel?	James is callin Halima Hotel to book a double room.
4. When will he come to Mauritania?	On Wednesday by 5p.m.
5. Is Muller coming alone?	No, he isn't. He is coming with his wife.

**b. Ask each other questions about (full name, age, residence, parents' names and jobs, word spelling.)**

- S1: Hi, what's your name?

- S2: My name is Rabah.

- S1: How old are you?

- S2: I am thirteen years old.

- S1: Where do you live?

- S2: I live in Aleg.

- S1: What's your dad's name?

- S2: His name is Ahmedou.

- S1 What does your dad do?

- S2: He is a teacher.

**c. Match the questions to the answers**

Questions	Answers
1. Where do you live?	e. In Tavragh-zeina.
2. How old are you?	d. 11years old.
3. Are you a student in this class?	a. Yes, I am.
4. What's your name?	f. My name is Mohamed.
5. Where are you from?	c. I'm from Kaedi.
6. How do you spell your name?	b. F-a-t-m-a.

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

**I. Rationale:**

Locating people and things is a key language function that enables learners to understand and give information about where someone or something is. This skill is essential for navigating real-world environments such as classrooms, homes, neighborhoods, etc., and supports effective interaction in both social and practical situations.

This topic builds confidence and independence, especially in unfamiliar settings. It helps learners ask and answer questions like “Where is my bag?”, “Is dad in the room?”, or “The book is on the table”, which are common and functional in daily life.

**II. Objective**

At the end of this lesson, students will be able to appropriately locate people/things, in the classroom, school, or local community using important landmarks, and develop skills for map reading and following directions accurately.

**III. Content**

- Prepositions of location;
- Names of common public places in a city, a town, a village;
- Where...? Can/ could you tell me where...?

**IV. Materials**

Student’s book, drawing, gestures, and any other available materials.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Ask the students to open their books and look at the picture for this lesson, and discuss it with them.

**B/ Presentation** (20 minutes)

Read the examples after identifying the students’ pronunciation problems. Then ask the students about where the balls are, as shown in the following example:

<b>Questions</b>	<b>Answers</b>
Where is the ball number 1?	It is in the box.

**Language focus** (10 minutes)

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

**C/ Practice** (20 minutes)

**Answers:**

**a. Fill in the blanks with the appropriate preposition of location:**

<b>In - on - under - in front of - next to</b>
--

1-Abidine is sitting next to his brother, Sidi.

2-My shoes are under the table.

3-The blackboard is in front of the students.

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

5- Abou and Samba are sitting on the bench.

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

- The TV screen is on the wall.
- The refrigerator is in the kitchen.
- The birds are on the roof.
- The pillows are next to the bed.
- The gas stove is in the living room.
- The children's clothes are under the suitcase.
- The shoes are between the door and the stairs.

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

<b>In - on - at - between - behind - in front of - above - below - across</b>
---

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

## UNIT EIGHT

## Describe the things in this picture

### I learn how to describe things.

#### I. Rationale:

Describing things is an essential skill that helps learners express details about the world around them. It enhances learners' ability to communicate clearly and vividly. Describing things also promotes creativity and observational skills, encouraging students to notice finer details in their environment. It helps learners become more expressive and confident, as they practice talking about things and describing them.

#### II. Objective

At the end of this lesson, students will be able to learn to appreciate different aspects (color, shapes, size, etc.)

#### III. Content

- Adjectives: long - short
- Synonyms & Antonyms.
- Possessive: pronouns: mine - yours - hers - his - its - ours - theirs
- "What it is like?" words: what-how...
- Sizes
- Shapes
- Quality
- Colors
- Origin

#### IV. Materials

Student's Book, pictures, classroom objects, and any other materials available.

#### V. Lesson steps

The teacher should follow these steps to carry out this lesson:

##### A/ Lead-in (10 minutes)

- Elicit from the class what they can see in the picture. Ask as many questions as you can. Try to show them different shapes, heights, etc.

##### B/ Presentation (20 minutes)

Show the students pictures of various people, animals and things and explain that differences do not necessarily have negative meanings.

- Ask the students to read the examples silently.

- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems. Then, explain the examples before moving on to the next step.

**Language focus** (10 minutes)

- **Adjectives:** large, small, hot, cold, black, red, square, rectangular, oval, good, bad, white, green, pink, yellow, etc. never take "S"
- **Possessive Pronouns:** mine, yours, his, her, its, ours, theirs.
- **Questions about size, color, shapes:**

What's it like?

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

What are they like?

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

- What's the color of...?

- What color is...?

**C/ Practice** (20 minutes)

**Answers:**

a. Complete each sentence with an appropriate adjective from the box.

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

1. English is an easy language.
2. My shirt is short.
3. The director's desk is square.
4. This image is black and white.
5. Linda's hair is clean.

b. Work with a classmate and describe some of the things that you and your classmate have. Use: size, color, shape, in the descriptions.

1. My book is small.
2. Khalil's schoolbag is heavy.
3. Mariem is thin.
4. My watch is square.
5. Your pen is black.

c. Select the appropriate adjective: old - rectangular - yellow - new - square -

cheap - big.

1. My mobile phone is new.
2. Sidi's schoolbag is big.
3. Hacen's shirt is cheap.
4. Oum Alkhairi's veil is yellow.
5. The Mayor's house is old.
6. A TV set can be square or rectangular.

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

Hair: long, short, curly, straight, brown, black, blonde, red  
.My hair is short and brown

<b>Nouns</b>	<b>Adjectives</b>	
old, new, brown, black	shoes	The shoes are <u>brown</u> .
dirty, clean, foreign, Mauritanian	sandals	My sandals are <u>clean</u> .
pretty, small, blue, green	melahfa	Her melahfa is <u>green</u> .
short, long, torn, narrow	trousers	His trousers are <u>long</u> .
large, small, crowded, empty	School	Our school is <u>crowded</u> .
calm, lovely, clean, large	town	Our town is <u>lovely</u> .

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

Describing people is a valuable language skill that helps learners provide detailed information about others, share observations, and engage in social interactions.

**II. Objective**

At the end of the lesson, students will be able to learn to appreciate and accept diversity by recognizing that people come from different backgrounds, cultures, and have different appearances.

**III. Content:**

- Body parts
- What does he/ she look like?
- Character - personality
- Physical description (height- size- complexion- hair, etc.)
- Clothing
- Feelings

**IV. Materials**

Student's Book, pictures, classroom objects, and any other materials that can be available..

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture.

Ask as many questions as you can. Try and help the class come up with examples on people's weight, length, clothes, etc.

**B/ Presentation** (20 minutes)

Show the students pictures of various people and explain that differences do not necessarily have negative meanings.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems.

Then, explain the examples before moving on to the next step.

**Language focus** (10 minutes)

Adjectives never take 's'.

He/she has got ...

He/she wears ...

He/she is ...

Has he/she got ...?

Is he/she ...?

What does he/she look like?

Does he/she look like ...?

**D/ Practice** (20 minutes)

**Answers:**

**a. Describe these people.**

1. Taher is a young boy. He is thin and quick.
2. Najia is a little girl. She is quiet and kind.
3. Yahefdhou is a student. He is clever and good at Math.
4. Amy is a teacher. She is serious and hardworking.
5. Seidou is a taxi driver. He is active and friendly.

**b. Look around your classroom. Find five people to describe using their body parts, clothing and what they are doing.**

1. Yeslem is the one who wears black jacket.
2. Nadia is the girl with a short hair.
3. Mom is the woman with a black veil.
4. Khalidou is the play with sport shoes.
5. Didi is the man whose shop is open.
6. The man whose car under the tree is a director.
7. Those children whose shirts are alike are a team.

**c. Write sentences describing these people.** .

1. John is short and strong.
2. Mariem is fat and intelligent.
3. Babacar has a curly hair and a whit beard.
4. Lemrabott is tall and has a beard.
5. Leila is tall and kind.
6. Ali is young and dynamic.
7. Sidi has glasses and a turban.

**I learn how to identify people****I. Rationale:**

Describing people is a valuable language skill that helps learners provide detailed information about others, share observations, and engage in social interactions.

**.II. Objective**

At the end of the lesson, the students will be able to identify and say who a person is, (at a party, in the street, etc.).

**III. Content**

- Question word: who
- Full answer
- Possessive adjectives: his - her - our - their.
- Possessive case: 's - s'
- In + clothes
- With + body parts/ accessories

**IV. Materials**

Student's Book, pictures, classroom objects, etc.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture. Ask as many questions as you can.

**B/ Presentation** (20 minutes)

Show the students pictures of various people and explain their differences in: character, talents and competencies, etc.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems.

Then, explain the examples before moving on to the next step.



**I learn how to talk about others****I. Rationale:**

Talking about others is an important communicative skill that enables learners to describe people, share information, and engage in meaningful conversations beyond just talking about themselves. It supports social interaction, introductions, and everyday discussions about family, friends, colleagues, and public figures.

This function also prepares students for real-life contexts like giving basic background information, discussing relationships, etc. in both formal and informal settings.

**II. Objective**

The teacher's objective in this lesson is to enable the students to effectively ask for and give basic information about family members, friends, classmates, etc.

**III. Content**

- Information questions (what, where, how, etc.)
- Family members ...
- Personal pronouns
- Possessive adjectives...

**IV. Materials**

The teacher can use any available materials including their own skills (student's book, drawing, gestures, etc.)

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Ask the students to open their books and look at the picture for this lesson. Elicit and discuss with them what they can see in it.

**B/ Presentation** (20 minutes)

- Ask the students to read the text silently.
- Get them to listen carefully, and read the text loudly for them to fix any pronunciation problems they might have.
- Ask the class to give information about famous people they know.

**Language focus**

(10 minutes)

**\*Contractions are used in everyday speech:**

- Personal pronouns: he, she

- Possessive adjectives: his, her

he is → he's      Is he from M'bout?      No, he isn't. He's from Chinguetti.

she is → she's      Where's she from?      She's from Boghe.

Where is → where's

her name is → her name's      Is her name Aïcha?      No, it isn't. Her name's Kathy.

his name is → his name's      Is his name Yeslem?      No, it isn't. His name's Amadou.

**a) Simple present: to live**

1- Affirmative form:

I/we/you/they live.

He/she/it lives

2- Negative form.

I /we/you/they don't live.

<sup>1</sup>He/she/it doesn't live**b) to have (in simple present)**

1- Affirmative:

I/we/you/they have.

He/she/it has

2- Negative form:

I /we/you/they don't have.

He/she/it doesn't have.

**\*Nationalities:**

- Someone from Canada is Canadian.
- Someone from England is English.
- Someone from France is French.
- Someone from Mali is Malian.
- Someone from Mauritania is Mauritanian.
- Someone from Tunisia is Tunisian.
- Someone from the United States is American.

**C/ Practice**

(20 minutes)

**Answers:****a. Turn to your neighbor, introduce a classmate to him .use the following:**

S1:            Hello, Khadi. This is a new classmate. Her name is Koumba.

Khadi:        Oh, Koumba! Where does she come from?

S1:            She comes from Rosso.

Khadi:        Where does she live?

S1:            She goes to school in Sebka, so she lives here.

**b. Work with your classmates, ask them to introduce one of their family members.**

---

- His name is Mahfoudh.
- He is a truck driver.
- I have three sisters and two brothers.
- Some of them are alike.

c. Use the following information about Kader. See the model given about Zeinebou.

Example:

Zeinebou is from Kankossa .she is thirteen years old. She designs her own dresses. She speaks Arabic, pullar, French, and a little English. She is in the second year of .secondary school

Kader is from Aioun. He is thirteen years old. He is a second year student. He can speak Hassaniya, French, and a little English. He likes Egyptian music. He walks to school.

**I learn how to discuss ability/inability****I. Rationale:**

Discussing ability and inability is a key communicative function that allows learners to express what they or others can or cannot do. It helps students build the confidence and communicative tools necessary for both practical exchanges and deeper self-expression. This skill is fundamental for sharing experiences, setting expectations, making plans, and participating in personal and professional interactions.

**II. Objective**

At the end of this lesson, students will be able to talk appropriately about what one or others can or can't do.

**III. Content**

- Model: can- can't- cannot.
- Skills and talents.

**IV. Materials**

Student's Book, pictures, classroom objects, etc.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

- Elicit from the class what they can see in the picture. Ask as many questions as you can;
- Use the language the students already know;
- Point to or touch a chair and ask the class to tell you what it is. Tell them it's light, and show them you can lift it, then write the sentence 'I can lift the chair' on the board;
- Then, do the same with a table but, this time tell them that it's heavy for you and that you can't lift it. Show them you're trying your best but in vain, and write 'I can't lift the table' on the board;

**B/ Presentation** (20 minutes)

- Explain more the two sentences you had already put on the board from the lead-in stage.
- Try and help the class come up with examples about what they can do or can't do. Give them prompts (sports, languages, etc.)

**Language focus** (10 minutes)

'Can' can be used to talk about ability.

*Can + verb (infinitive without 'to.')*

e.g. I can lift the chair.

I can speak Pulaar.

'Can't' can be used to express inability and disability.

*Can't + verb (infinitive without 'to.')*

**But** - Inability (often temporary or situational):

e.g. I can't lift the table.

I can't speak Soninke.

- Disability (often long term or permanent):

e.g. A deaf person can't hear.

A dumb person can't speak.

A blind person can't see.

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

e.g. Can you drive?

Can he walk?

- **Short answers**

Yes, I can / No, I can't

Yes, he can / No, he can't

- Example:

Can she drive?

Yes, she can / No, she can't.

**C/ Practice** (20 minutes)

**Answers:**

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

1. Aly is illiterate. He can't read.

2. Ibrahima is crippled. He can't run.

3. Djeinaba has a driving license. She can drive.

4. Zeinabou is a good university student. She can write the report for you.

5. I love water, but I can't swim easily.

**b. Can you...?**

Verb	Question	Answer
Drive	Can you drive?	Yes, I can.
Run	Can you run?	No, I can't. My leg hurts.
Ride a donkey	Can you ride a donkey?	Of course I can. I'm very good at riding donkeys.
Play football	Can Aicha play football?	No, she can't.
Swim	Can your sister swim?	No, she can't.

**c. What can you or can't do?**

I can play the guitar, but I can't sing.

I can't sing, but I can dance.

I can drive, but I can't use a computer.

I can't cook, but I can make tea.

**d. Write 'Yes, I' or 'No, I' in the provided space in front of each sentence.**

The first one is done for you as an example.

A person	can	can't
eat a banana	Yes, I	
eat a car		No, I
fly an airplane		No, I
fly with my arms		No, I
speak French		No, I
speak Pulaar	Yes, I	
speak Hassaniya	Yes, I	
speak English	Yes, I	
clap	Yes, I	
sing		No, I

**I learn how to ask for and tell the time.****I. Rationale:**

Asking for and telling the time is a fundamental communication skill that supports learners in managing their daily routines, participating in scheduled activities, and interacting confidently in time-related situations. Whether it's about catching a bus or arriving on time for class or work..., the ability to ask "What time is it?" and respond accurately is essential for functioning in real-life.

Teaching how to ask for and tell the time also promotes independence and responsibility. Learners can begin to manage appointments, understand timetables, and plan activities, all of which are critical for integration into academic, social, and professional environments.

**II. Objective**

At the end of the lesson, students will be able to ask for and tell the time appropriately.

**III. Content**

- Basic expressions and concepts of time;
- Basic phrases for asking about and telling the time (clock time; the date, etc.);
- Cardinal numbers;
- Ordinal numbers.

**IV. Materials**

The teacher can use any available materials including their own skills (student's book, drawing, gestures...) in a useful manner.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Ask the students to open their books and look at the picture in this lesson. Ask them what they can see in it, and what it is for.

**B/ Presentation** (20 minutes)

- Ask the students to read the examples silently.
- Read the examples loudly, and get the students repeat after you.
- Ask the students to read, and correct their pronunciation.

- Let them ask questions and give answers like:

Questions	Answers
What time is it?	It is four o'clock
Do you have the time?	Yes. It is six-twenty.
What time does the market close?	It closes at seven-fifteen in the evening.
What time does the butcher open?	He opens at eight-thirty in the morning.
When do you take a nap?	I take a nap around one in the afternoon.
What time does this class begin?	This class begins at 10:00 a.m.
What time does this class end?	It ends at 12:00 p.m.

**Language focus** (10 minutes)

- To tell the time and the part of the day, use the following expressions:

I wake up at seven-thirty in the morning. (7:30 a.m.)

School ends at noon. (12:00 p.m.)

I eat lunch around one fifteen in the afternoon. (±1:15 p.m.)

I visit my friends at five in the evening. (5:00 p.m.)

I go to bed at eleven-fifteen at night. (11:15 p.m.)

My brother usually goes to sleep by midnight (12:00 a.m.)

**C/ Practice** (20 minutes)

**Answers:**

**a.** Answer the following questions about yourself.

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. At what time do you wake up?     | I wake up at 6:00 a.m.        |
| 2. What time do you come to school? | I come to school at 7:30 a.m. |
| 3. When do you eat lunch?           | I eat lunch at 14:30 p.m.     |
| 4. When do you review your lessons? | I review at 20:00 p.m.        |
| 5. At what time do you go to sleep? | I go to sleep by 22:00 p.m.   |

**b.** Write the following times in full letters:

- Example:** 8:20 p.m. - It is eight-twenty p.m.
- |               |   |                                   |
|---------------|---|-----------------------------------|
| 1. 7:00 p.m.  | - | It's seven o'clock p.m.           |
| 2. 4:15 p.m.  | - | It's four-fifteen p.m.            |
| 3. 9:30 a.m.  | - | It's nine-thirty a.m.             |
| 4. 2:40 p.m.  | - | It's twenty minutes to three p.m. |
| 5. 11:55 a.m. | - | It's eleven fifty-five a.m.       |

**a.** Put the words in the right order to form meaningful sentences, then write the time in numbers next to each sentence.

1- Mom/a/quarter/past/market/ the/ a.m./ goes/ at/ to/ nine

- Mom goes to the market at a quarter past nine. (9:15)

2. to/ goes/ eight/ a.m./ahmed/ at/ school

- Ahmed goes to school at eight a.m. (8:00)

3. around/ drink/ I/ four-fifteen/ tea

- I drink tea around four-fifteen. (±4:15 p.m.)

4. the/ visits/ in/ at/ evening/ friends/kadia/ her/ six-thirty

- Kadia visits her friends in the evening at six-thirty. (6:30p.m.)

5. leaves/ school/aziza/ at/ twelve o'clock

- Aziza leaves school at twelve o'clock. (12:00)

**b.** Answer the following questions about yourself, telling what time you do the activities below:

- |  |  |
|--|--|
| 1. What time do you get up in the morning? | - I get up at six o'clock in the morning.  |
| 2. At what time do you go to school?       | - I go to school at seven-thirty.          |
| 3. What time do you eat lunch?             | - I have lunch at one o'clock.             |
| 4. What time do you study?                 | - I study at eight-fifteen in the evening. |
| 5. At what time do you go to bed?          | - I go to bed at eleven.                   |

**I learn how to talk about habitual actions.****I. Rationale:**

Talking about habitual actions is crucial for helping learners describe regular behaviors, routines, and patterns in their lives. This skill allows students to share information about what they or others typically do.

Mastering this skill not only helps learners communicate about their own habits but also supports them in understanding others' routines and comparing habits across different cultures or lifestyles.

Discussing habitual actions is also an effective way to build fluency, as learners use familiar, recurring vocabulary and sentence structures. This topic can easily be adapted to different contexts, such as school, family life..., and can be used in a variety of speaking and writing activities, including storytelling, discussions..

**II. Objective**

At the end of this lesson, students will be able to talk appropriately about the frequency of daily activities (routine/ typical day, timetable, schedule.)

**III. Content**

Simple present (all forms.);

Time adverbials and adverbial phrases: (everyday/week/month, etc., on Monday, etc.)

**IV. Materials**

Student's Book, pictures, classroom objects, and any other available materials.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture. Ask as many questions as you can about daily activities.

**B/ Presentation** (20 minutes)

Show the students pictures of various people doing different activities.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems.

Then, explain the examples before moving on to the next step.

**Language focus** (10 minutes)

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

### Affirmative

- I, You, We + verb (infinitive without 'to')                      I/ You Me/ You/ They speak.
- He/she/it + present tense (infinitive without 'to')              He/ She / It speaks.

### NB:

**The third person singular (He, she, it):**

- takes 's' in general.

- Takes (es)' with verbs ending in 'o' (go), 'x' (fix), 'ss' (miss), 'sh' (wash), and 'ch' (teach.)

- fly - flies

### Negative

- I/ You/We/You/ They don't speak.
- He/She/It doesn't speak.

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

### Examples:

- I always drink milk in the morning.
- He sometimes plays football.
- We never drink wine.
- I rarely go to the countryside.

### **C/ Practice**

(20 minutes)

### **Answers:**

1. Put the verb in parentheses into the simple present tense.

- Khadi has a nice car. (affirmative form).
- Omar does not buy a pizza. (negative form).
- Do they speak English fluently? (interrogative form).
- The new teacher is very smart. (affirmative form).
- My father does not drive a truck. (negative form).

2. In pairs, talk about your daily schedules. Talk about the things that you do during these times. Some possible sentence starters are here for you.

- At night, I brush my teeth.
- In the morning, I go to school.
- During Ramadan, I go to Tarawih every night.

At school, I always behave well.

At home, I never disobey my parents.

In the summer, I go to hometown.

In the winter, I wear jackets.

3. Write a small paragraph about your daily schedule.

On the weekend, I usually go back to bed after the morning prayer until eight. Then, I go to the shop to bring bread and milk for breakfast. I make tea for my dad. After that, I open my copybook and do the homework.

IPN

**I learn how to describe ongoing actions.****I. Rationale:**

- Describing ongoing actions is a fundamental aspect of effective communication in both spoken and written language. It enables learners to express what is happening at the moment of speaking or around the present time, fostering real-time interaction and engagement. It helps students: develop fluency, build contextual awareness, enhance listening and speaking skills. It is also vital for social interactions, such as giving updates, narrating live events, or explaining processes.

- Describing ongoing actions gives learners the tools to participate actively in conversations and respond to dynamic situations, making their communication more timely and relevant.

**II. Objective**

At the end of this lesson, students will be able to describe actions happening (in the street, in the market, etc.) at the moment of speaking.

**III. Content**

- Present continuous (all forms)- now- at the moment- currently.
- Action verbs.

**IV. Materials**

Student's Book, pictures, classroom objects, and any other available materials.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture. Ask as many questions as you can about ongoing activities.

**B/ Presentation** (20 minutes)

Show the students pictures of various people doing different activities.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems. Then, explain the examples before moving on to the next step.
- Let students ask and answer questions about current activities.

**language focus** (10 minutes)

The present continuous (progressive) is used to describe an ongoing action.

It is made up of: the **simple present of be + verb + ing**.

Example: The teacher is explaining the lesson.

Spelling notes:

Take - taking.

Cut - cutting.

Begin - beginning.

**C/ Practice**

(20 minutes)

**Answers:**

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

1. He is driving a car.
2. Binta is brushing her teeth.
3. Demba is praying.
4. The teacher is writing a note.

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

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1. I am reading a book.       | 4. She is not reading a book.    |
| 2. He is wearing a coat.      | 5. We are not wearing coats.     |
| 3. They are speaking English. | 6. You are not speaking English. |

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

1. Mohamed is writing in his copybook.
2. Amy is correcting an exercise.
3. The teacher is watching the class.
4. A passerby is knocking on the door.
5. The students are looking there.

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

praying	drinking	kicking	learning	doing	writing
laughing	watching	swimming	reading		

1. Saidou is kicking the ball.
2. We are learning English.
3. They are drinking tea.
4. I am watching television.
5. We are praying at the mosque.
6. She is laughing at the joke.
7. We are doing a test.
8. He is reading a book.
9. They are writing a letter.
10. We are swimming in the river.

**I learn how to express likes and dislikes.****I. Rationale:**

Expressing likes and dislikes is a foundational communication skill that allows learners to share their preferences, opinions, and emotions. This ability fosters personal expression, builds relationships, and encourages interaction in meaningful, relatable ways. It helps learners participate in everyday conversations, develop confidence in self-expression, foster classroom engagement...

Over all, it not only supports communicative competence but also creates a more interactive, student-centered learning environment.

**II. Objective**

At the end of this lesson, students will be able to confidently and respectfully express personal and other people's likes and dislikes using appropriate language.

**III. Content**

- Expressions of likes (preferences) and dislikes (aversions.)
- Hobbies and interests.

**IV. Materials**

Student's Book, pictures, classroom objects...

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture. Ask as many questions as you can Focus on questions that would target 'likes and dislikes'.

**B/ Presentation** (10 minutes)

Show the students pictures of various people and suggest orders for them.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems.

Then, explain the examples before moving on to the next step.

- Let them ask and answer questions about likes and dislikes.

**Language focus**

(10 minutes)

- **I like + verb + ing or + infinitive**
- **I like + noun / pronoun**
- **Do you like + to + verb + ing?**
- **I dislike + verb + ing / + infinitive.**

Use commas to set off a series of words.

**C/ Practice**

(20 minutes)

**Answers:**

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

- I like Mauritanian mineral water.
- He dislikes tea. It gives him health problems.
- I don't like wrestling. It is very dangerous.
- I like going to school.
- I don't like drinking milk.
- She dislikes making tea.
- He likes studying English.
- They don't like visiting Dakar.
- We like our English teacher.

2. Rearrange the words in the sentences below. Capitalize the first letter that needs so

- I like learning about other countries.
- I don't like hot weather.
- She likes cooking lunch.
- He doesn't like washing dishes.
- They always like studying together.
- I like eating bread for breakfast.
- We like making tea after school.
- We like sleeping when we are tired.
- They like meeting new people.

**I learn how to express obligations****I. Rationale:**

Being able to express obligation is essential for clear, responsible, and socially appropriate communication. It equips learners with the language they need to talk about rules, duties, expectations, and necessities in various contexts. This includes both formal and informal situations. It helps learners communicate rules and expectations, understand social norms, differentiate degrees of necessity...

**II. Objective**

At the end of this lesson, students will be able to talk about obligation/regulation in various situations.

**III. Content**

- Modal verbs (must /have/ has to.)
- Vocabulary of school/ health prevention/ religious obligations / norms and regulations.

**IV. Materials**

Student's Book, pictures, classroom objects, and any other available materials.

**V. Lesson steps**

The teacher should follow these steps to carry out this lesson:

**A/ Lead-in** (10 minutes)

Elicit from the class what they can see in the picture. Ask as many questions as you can, focusing on obligation.

**B/ Presentation** (10 minutes)

Show the students pictures of various people and suggest orders for them.

- Ask the students to read the examples silently.
- Get the students to listen carefully.
- Read the examples loudly to help the students with their pronunciation problems.  
Then, explain the examples before moving on to the next step.
- Let them ask and answer questions about obligations.

**Language focus**

(10 minutes)

**Obligation (Positive)**

You must take this medicine.

She has to take an antibiotic.

I have to go.

They have to obey their parents.

must pray

must take a rest

**Obligation (Negative)**

Students mustn't talk in the classroom.

You mustn't smoke

**C/ Practice**

(20 minutes)

Answers:

1. Match a problem with a picture.

- a. I have a sore throat. (picture4)
- b. I have a bad cough. (picture5)
- c. I have a stomachache. (picture1)
- d. I have sprained my ankle. It hurts when I walk. (picture3)
- e. I have a fever and my whole body aches. (picture2)

2. Match the problem with the advice. The first one has been done for you as an example.

<b>Problem</b>	<b>Advice</b>
I have a sore throat	You should take an antibiotic and drink hot drinks.
I have a bad cough.	This cough seems serious.I think you must see a doctor.
I have a fever	You should take plenty of rest and stay in bed.
I have a stomachache.	You must take these Flagyl tablets.
I have sprained my ankle. It hurts when I walk.	You mustn't walk on it, at least for now.

**3: Who said what? Match the sentence with the speaker.**

- a. I must do my homework. (2. a student)
- b. You should not talk in the classroom. (3. a teacher)
- c. Dear, don't be late. You have a test today! (4. a mother)
- d. Teacher, I have to go to the bathroom. (2. a student)
- e. You mustn't cross when the light is red. (1. a traffic police officer.)

**4. Match the information in column A with the expressions in column B:**

<b>A</b>	<b>B</b>
1. Must pray in the mosque	d. Afternoon prayer is not to be missed.
2. Should wash hands	c. Covid 19 is a real threat.
3. Has to go to bed	b. It's already past midnight.
4. Mustn't cross the street	a. It's rush hour.

