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Axa prioritară 6: *Educație și competențe*

Prioritatea de investiții 10.i: *Reducerea și prevenirea abandonului școlar timpuriu și promovarea accesului egal la învățământul preșcolar, primar și secundar de calitate, inclusiv la parcursuri de învățare formale, nonformale și informale pentru reintegrarea în educație și formare*

Obiectivul specific 6.4: *Creșterea numărului de tineri care au abandonat școala și de adulți care nu și-au finalizat educația obligatorie care se reîntorc în sistemul de educație și formare, inclusiv prin programe de tip a doua șansă și programe de formare profesională*

Obiectivul specific 6.6: *Îmbunătățirea competențelor personalului didactic din învățământul preuniversitar în vederea promovării unor servicii educaționale de calitate orientate pe nevoile elevilor și a unei școli inclusive*

Titlu proiect: *“Acces la programe de educație și formare profesională pentru tinerii și adulții din județul Dolj care au părăsit timpuriu școala (II)”*

Cod SMIS 2014+: 135712

## **MATERIALE DE EVALUARE/ MATERIALE DE PREDARE-ÎNVĂȚARE**

**DISCIPLINA**

**LIMBA ENGLEZA**

**Modulul M2**

**Program „A doua șansă” pentru învățământ secundar inferior**

***versiune finală***

A.3.1 Organizarea, monitorizarea și evaluarea programului „A doua șansă” și a stagiilor de pregătire practică de 720 de ore

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**Expert curriculum LIMBA ENGLEZA**

*Semnătura expertului*

**Luna IULIE 2022**



# 3. Home, ...

## What's in this module?

### Vocabulary

- Rooms in a house
- Furniture & Appliances
- Public places near my house
- Signs in public places

### Grammar

- There is/There are (affirmative & negative)
- Prepositions of place
- a/an - some - any
- there is/there are (interrogative & short answers)
- this/these - that/those

### Everyday English

- Describing your home
- Pronunciation: /tʃ/, /dʒ/



### Vocabulary

#### Rooms/Places of a house

1 Match the rooms (1-5) to the pictures (A-E). Write in your notebook.

▶ Listen and check, then repeat.

1. child's bedroom
2. kitchen
3. bathroom
4. parents' bedroom
5. living room

# sweet home



## Furniture & Appliances

2 4 Listen, point and say.

- |             |               |            |                  |
|-------------|---------------|------------|------------------|
| 1. curtains | 6. washbasin  | 11. sink   | 16. sofa         |
| 2. pillows  | 7. wardrobe   | 12. cooker | 17. coffee table |
| 3. bed      | 8. carpet     | 13. fridge | 18. lamp         |
| 4. toilet   | 9. desk       | 14. table  | 19. armchair     |
| 5. bath     | 10. cupboards | 15. chairs | 20. bookcase     |

3 List the words in Ex. 2 under the headings. Write in your notebook.

| furniture | appliances | other    |
|-----------|------------|----------|
| bed       | cooker     | curtains |

4 Ask and answer questions, as in the example.

A: Where's the bed? B: It's in the child's/parents' bedroom.

# 3a • Reading

## Reading

- 1 Look at the pictures. What kind of room can you see?



### Check these words

- quiet • street • floor
- footballer • wall

Hi Mark,  
How are you? I'm so happy with my new house! It's in a quiet street near a park and there's a garden outside. My house is big. There's a large living room, a nice kitchen and two bedrooms. The living room and the kitchen are downstairs. My favourite room is my bedroom. It's on the first floor. There's a bed, a desk and a bookcase in it. The curtains are blue. There are posters of my favourite footballers, too. Please, come and see me! How about this Saturday? Let me know.  
Write back,  
Peter

- 2 Listen to and read the email. Which picture is Peter's room?

- 3 Read again and decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Peter's new house has got a garden.
2. There are three bedrooms.
3. His bedroom is downstairs.
4. Peter's bedroom has got a balcony.
5. Peter has got posters in his room.

- 4 Answer the questions. Write in your notebook.

1. Where is Peter's house?
2. Is his house big?
3. What rooms are downstairs?
4. What colour are the curtains in his room?

## Reading • 3a

### Note

Learn words with their opposites. This helps you remember them.  
thin + plump

5 Find the adjectives in the text that are the opposites to the adjectives below. Write in your notebook.

1. old house + ... house
2. noisy street + ... street
3. small living room + ... living room
4. horrible kitchen + ... kitchen



### Vocabulary Parts of a house

6 Fill in the gaps with: door, walls, balcony, window and garden. Write in your notebook.

1. Emma's bedroom has got yellow ...
2. There's a big ... with chairs and a table upstairs.
3. There are beautiful flowers in the ...
4. Come in! The ... is open.
5. There are curtains in front of the ... in our living room.

### Speaking

7 **Think** Compare Peter's house to your house.

Peter's house is big. My house is big, too.

Peter's house is near a park. My house isn't near a park.

### Writing

8 Write an email to your English-speaking friend (50-60 words). In your email: explain where your house is, say how many rooms there are, describe your bedroom, invite him/her to visit.

# 3b Grammar

There is - There are (affirmative & negative)

| form        | singular             | plural                 |
|-------------|----------------------|------------------------|
| affirmative | There is / 's        | There are              |
| negative    | There isn't / is not | There aren't / are not |



## Grammar

We use **this/these** for people/things near us.

We use **that/those** for people/things far from us.

1 Fill in the gaps with *is, isn't, are or aren't*. Write in your notebook.

In the living room ...

- there ... a sofa. (✓)
- there ... four pictures. (X)
- there ... a coffee table. (✓)
- there ... a carpet. (X)
- there ... books in the bookcase. (✓)
- there ... two armchairs. (X)



2 Describe the picture as in the example. Use the prompts in the box to help you.

There are windows in the room.

- window
- carpet
- chair
- bookcase
- desk
- bed
- wardrobe
- lamp
- curtains

*This/These - That/Those*

3 Look at the picture. Write what Mary says in your notebook.



4 Point to things near/far from you in the classroom and make sentences. Use *this/these, that/those*.

*This is my desk.*

# Grammar • 3b

## Game!

One student goes outside the classroom. Hide the ball. The student asks questions to find the ball.

### Prepositions of place



We use prepositions of place to show where someone or something is.

- 5 Look at the pictures above. Look and say.  
The cat is **in** the ball.
- 6 Choose the correct preposition. Write in your notebook.

This is my bedroom. It has got red curtains and a carpet **1) under/in front of** the bed. There is a white bookcase **2) opposite/behind** the window. There is a lamp **3) on/in** the bookcase. There are pictures **4) above/on** the bed and there is an armchair **5) below/near** the window. It's great!



### Writing (a short post describing your bedroom)

- 7 Post a description of your bedroom. Use the text in Ex. 6 as a model. Write in your notebook.

Update Status Add Photos/Videos

Hello, friends!  
My bedroom is ... There is ... There are ...  
It's great!

Friends only Post

# 3C • Vocabulary

## Public places near my house



- 1 a) Label the pictures with: cinema, park, hospital, library, gym, supermarket. Write in your notebook.



- b) Listen and check. Then, repeat.

## Speaking

- 2 Tell your partner which places there are/aren't near your house.

Near my house, there is a cinema, a gym and a park. There isn't a library.

## Announcements & Messages in public places

- 3 Look at the pictures below. In which of the places in Ex. 1a can you see them? What do they mean?



# Everyday English • 3d

## Describing your home

- 1 a) Complete the dialogue with the sentences (A-D). Write in your notebook.



**Barry:** Your house is awesome!

**Not:** 1) ...

**Barry:** It's really big. There is a living room and a kitchen downstairs. The bedrooms and the bathroom are upstairs.

**Not:** 2) ...

**Barry:** Yes, it is. There's a bed, a desk with a computer on it, a wardrobe and a carpet on the floor.

**Not:** 3) ...

**Barry:** No, there isn't, but that's OK.

**Not:** 4) ...

**Barry:** Because there's a big park opposite my house!

- A Why's that?
- B Thanks. What's your house like?
- C Is your room big?
- D Sounds nice. Is there a garden?

- b) Which is Barry's bedroom: A or B?

- 2 Listen and check. Then, act out the dialogue in pairs.

- 3 Complete the exchanges with phrases below. Write in your notebook.

• What's your house like? • Is your room big? • Is there a garage?  
• Is it near a park?

1. A: What's your house like?

B: My house is small and modern.

3. A: ... ?

B: No, it's small.

2. A: ... ?

B: No, there isn't, but there's a garden.

4. A: ... ?

B: Yes, it is.

- 4 Act out a similar dialogue about your house and bedroom.

## Pronunciation

/tʌ/, /ɔ:/

- Listen and repeat.

/tʌ/ garden, bathroom, carpet

/ɔ:/ awesome, wardrobe, small

# 3e Grammar



## A/An - Some - Any

| form          | singular (a/an)              | plural (some/any)                |
|---------------|------------------------------|----------------------------------|
| affirmative   | There is <b>a</b> book.      | There are <b>some</b> books.     |
| negative      | There isn't <b>a</b> poster. | There aren't <b>any</b> posters. |
| interrogative | Is there <b>an</b> armchair? | Are there <b>any</b> armchairs?  |

### Grammar

**a/an** + singular countable noun  
**some** + plural countable noun  
 in the affirmative  
**any** + plural countable noun  
 in the negative and interrogative

1 Match the phrases to make sentences. Write in your notebook.

- There is 1 some pillows on the bed.  
 There are 2 any chairs in the room.  
 There isn't 3 an armchair in the living room.  
 There aren't 4 a sofa in the bedroom.

2 Choose the correct word. Write in your notebook.

- There's an/a sofa in the living room.
- There are some/any chairs in the bedroom.
- Is there a/an desk in the room?
- There aren't some/any pillows on the bed.

3 Fill in the gaps with: *a/an, some or any*. Write in your notebook.

- There are ... paintings on the wall.
- There isn't ... armchair in the kitchen.
- There aren't ... books on the desk.
- There is ... bookcase in my bedroom.

4 Fill in the gaps with: *There is, There isn't, There are, There aren't* and *a/an, some or any*. Write in your notebook.

- There is a bed.
- ... desk.
- ... wardrobe.
- ... pictures on the wall.
- ... armchair.
- ... books in the bookcase.
- ... table.
- ... cupboards.



# Grammar • 3e

## Grammar

In short answers we can't say: Yes, there's or Yes, there're.

There is - There are (interrogative & short answers)

| form          | singular                            | plural                                |
|---------------|-------------------------------------|---------------------------------------|
| interrogative | Is there?                           | Are there?                            |
| short answers | Yes, there is./<br>No, there isn't. | Yes, there are./<br>No, there aren't. |



**5** Complete the sentences in the interrogative. Write in your notebook.

1. There is a book on the desk. Is there a book on the desk?
2. There are four chairs in the kitchen. ... four chairs in the kitchen?
3. There is a sofa in the living room. ... in the living room?
4. There are pictures on the wall. ...?

**6** Complete the sentences below with the correct form of *there is - there are*. Write in your notebook.

1. A: ... a carpet in the room?  
B: Yes, ...
2. A: ... any pictures on the walls?  
B: No, ...
3. A: ... a bookcase in your room?  
B: No, ...
4. A: ... any chairs in the kitchen?  
B: Yes, ...

## Speaking

**7**  Ask and answer questions as in the example.

- pictures
- ~~bed~~
- sofa
- carpet
- coffee table
- bookcase
- armchairs

- cupboards
- windows
- bath
- cooker
- curtains
- fridge



A: Are there any pictures on the wall?  
B: Yes, there are.

A: Is there a bed in the room?  
B: No, there isn't.



## British HOMES

There are many types of houses in the UK. Some are big. Some are small. Some are in the city centre and some are in the countryside. Here are the main types of houses in the UK.

### detached

A detached house is on its own with a garden and a driveway. Detached houses are big and are usually in the suburbs. They are popular with families, but they are expensive.



### bungalow

Bungalows are small houses with gardens. They have only got one floor. There are bungalows in small towns and in the suburbs.



### terraced

Terraced houses are houses in long rows. These houses are in city centres and in big towns. They are small and sometimes there is a small garden or a yard at the back.



### block of flats

In city centres, there are blocks of flats. These homes are on top of each other. Some blocks of flats are very tall with good views at the top. They are very popular with young people.



### semi-detached

Semi-detached houses are two houses together with a garden. They are popular with families, too. There are semi-detached houses in the suburbs and in a lot of big towns.



### cottage

In the countryside, there are cottages. These houses are small with big gardens. They are very pretty.



### Reading

- 1 Listen to and read the webpage and match phrases 1-3 to phrases a-c. Write in your notebook.

|                      |   |   |                                 |
|----------------------|---|---|---------------------------------|
| A detached house     | 1 | a | are two houses together.        |
| Semi-detached houses | 2 | b | are homes on top of each other. |
| Blocks of flats      | 3 | c | is expensive.                   |

- 2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

- |  |                                   |
|--|-----------------------------------|
| 1. Terraced houses have always got a garden in the back. | 3. Cottages are expensive houses. |
| 2. Blocks of flats are in city centres.                  | 4. Bungalows have got two floors. |

### Check these words

- countryside
- driveway
- suburb
- row
- yard
- floor

# Across Cultures • 3f



## Culture Spot

Buckingham Palace is the official residence of the Monarch in the UK. It's got 775 rooms.



What is the official residence of the head of state in your country?

## Punctuation Time

We use commas to separate elements in a list.

There is a sofa, a lamp, an armchair and a TV in the living room.



my house

3 Answer the questions in your notebook.

1. What types of houses are there in city centres?
2. What types of houses have got a garden?

## Vocabulary


4 Complete the sentences with: driveway, suburbs, yard or floors. Write in your notebook.

1. My house has got two ...
2. We have got a lovely ... at the back of the house.
3. Tom's house isn't in the city centre. It's in the ...
4. My dad's car is in the ...


## Speaking

5 Present one of the different types of English homes to the class in your own words. Write in your notebook.

Detached houses are big. They're in the suburbs. They've got gardens and driveways.

6  Collect pictures of various types of houses in your country. Prepare a poster. Present it to the class.

## Listening

7  Listen to the conversation and decide if the sentences are **R** (right) or **W** (wrong). Write in your notebook.

1. Bill's house is very big.
2. The house's got 3 bedrooms.
3. It's an old house.
4. There's a park near Bill's house.

8 Rewrite the sentences. Put commas where necessary. Write in your notebook.

1. There is a desk a bed and a chair in my bedroom.
2. My house has got a kitchen a living room two bedrooms and a bathroom.

## Writing (a short message about your house)

9 Write a short message to your English-speaking friend about your house. Use the message below to help you.



Hi ...  
My house is the one with ... Inside, there is ... It's number 9 on Apple street.  
See you soon.  
...

# 3 • CLIL (Maths)



- 1 Listen to and read the text and complete the missing words in your notebook.

## Draw a Map to Scale

A scale of a map is the relationship between the size of something on the map and its size in the real world. Let's draw a map to scale.

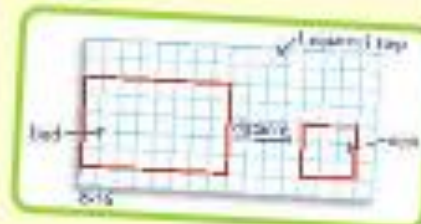
### What you need:



graph paper

### What you do:

- Choose two objects 1) I \_ \_ your bedroom, like your bed and the desk or the chair and the window.
- Use steps to measure the distance.
- Walk in a straight line. Place your feet from heel to toe. Count how many steps it takes to get from one object to 2) t \_ \_ \_ other. Write down the number of steps.
- Choose a scale, like one square on the graph is the same as one step. Use the ruler to draw a map of 3) y \_ \_ \_ room. Use the measurements in steps. Write the map scale at the bottom of the graph paper.
- This 4) I \_ \_ a scaled map of your room.



### Check these words

- scale • relationship
- size • step
- measure • distance
- measurement

- 2 Answer the questions in your notebook.

1. What is a scale of a map?
2. What are the things you need to draw a map to scale?

- 3 Use the information in the text to draw a scaled map of your room or your classroom. Present it to the class.

## Project Time 3

- 1 Look at Victor's dream house and describe it to the class.

### My Dream House

by Victor Albescu



### Game!

Get a board game template. Draw pictures/signs related to houses and signs. Play the game.

- 2 Use the table below and your own ideas to create your dream house. How similar is it to Victor's?

| Where it is                                   | Size                        | What there is outside                   | How many/What rooms it has got                    | Furniture in each room                 |
|---|-----------------------------|---|---|--|
| countryside<br>town<br>suburbs<br>city centre | small<br>big<br>huge<br>etc | balcony<br>garden<br>garage<br>driveway | kitchen<br>living room<br>bathroom<br>bedroom etc | chairs<br>table<br>bed<br>bookcase etc |

## Presentation Skills

- 3 Use your drawing and notes in Ex. 2 to present your dream house to the class.

My dream house is in ... It is ... Outside the house there is ... Inside the house there are ... rooms. There is a ... In the ... there is ... etc.



### VALUES

#### Home

- 4 a) Discuss the saying. *My home, my castle.*

b) **Think** Complete the sentence in your notebook. Use one of these words: big, beautiful, small, old, modern.

My home is great because it's ...



# 3 Progress Check

## Reading

- 1 Read the text and answer the questions in your notebook.

### Number 10



10 Downing Street or 'Number 10' is the office and house of the British Prime Minister. It is also the name of the building. There is a police officer in front of its black front door. The building is three hundred years old, and has got one hundred rooms. The Prime Minister's house is on the third floor. The other floors have got offices. There is kitchen in the basement. At the back, there is a courtyard with a nice garden. Number 10 is near Buckingham Palace, the Queen's house, just a short walk from the Houses of Parliament.

1. Whose home is 10 Downing Street?
2. How old is the building?
3. How many rooms has it got?
4. Which floor is the Prime Minister's house on?

4 x 5 = 20

## Vocabulary

- 2 Choose the odd word out. Write in your notebook.

1. kitchen - bedroom - bathroom - carpet
2. bookcase - wardrobe - library - cupboard
3. pillow - armchair - sofa - chair
4. floor - door - window - garden
5. hospital - garage - gym - cinema

5 x 2 = 10

## Grammar

- 3 Fill in: *this, these, that, those*.

1. *is*



... is a chair and ... is a desk.

2. *are*



... are books and ... are magazines.

3. *is*



... is a guitar and ... are glasses.

4. *are*



... are shoes and ... is a cap.

4 x 1 = 4

- 4 Fill in: *there is* or *there are*. Write in your notebook.

1. ... curtains in the bedroom.
2. ... a cooker in the kitchen.
3. ... two windows in the room.
4. ... a table in the living room.

4 x 1 = 4

- 5 Fill in: *some* or *any*. Write in your notebook.

1. Are there ... books on the desk?
2. There are ... pillows on the bed.
3. There aren't ... posters on the wall.
4. There are ... cupboards in the kitchen.

4 x 2 = 8

- 6 Choose the correct preposition. Write in your notebook.

1. The flowers are **on/in** the table.
2. The sofa is **under/opposite** the chair.
3. The computer is **below/on** the desk.
4. The carpet is **above/in front of** the bed.
5. The wardrobe is **in/near** the bed.

4 x 1 = 4

# Progress Check • 3

## Everyday English

### 7 Complete the dialogue with:

- It's great! • Is there a balcony?
- What's your new house like?
- What's your room like?

#### Write in your notebook.

- A: Hi, Paul! 1) ...  
 B: Hi, Jessie! 2) ... It's got a kitchen, a living room and a bathroom downstairs, and two bedrooms and a bathroom upstairs.  
 A: 3) ...  
 B: It's not very big. There's a bed, a desk and a chair.  
 A: 4) ...  
 B: Yes, there is.

4 x 3 = 12

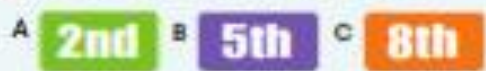
## Listening

### 8 Listen and choose the correct answer (A, B or C). Write in your notebook.

1. Where's the desk?



2. Which floor is John's house on?



3. What hasn't Kate got in her bedroom?



4. Where's Peter?



4 x 4 = 16

## Writing

### 9 Copy and complete the email to Mark about your house in your notebook.



22 points  
 total: 100 points

## Competences

★ Good

★★ Very good

★★★ Excellent

### Now I can ...

#### Vocabulary & Grammar

- talk about houses rooms, furniture and appliances
- talk about public places near my house
- recognise signs in public places
- use there is - there are
- use prepositions of place
- use a/an - some - any
- use this/these - that/those

#### Reading

- match phrases to make complete sentences
- identify R/W/D/S statements
- complete sentences with missing information
- answer comprehension questions

#### Listening

- identify R/W statements

#### Speaking

- identify location
- describe my home
- present my dream house

#### Writing

- punctuate sentences
- write an email/a message about my house

# 4. Every day

## What's in this module?

- **Vocabulary**
  - Daily routine
  - Free-time activities
  - Sports
  - School rules
- **Grammar**
  - Present simple
  - Adverbs of frequency
  - Prepositions of time/movement
  - Question words
- **Everyday English**
  - Making arrangements - Accepting/Refusing
  - Pronunciation: /ɪ/, /i/

## Note

In English, we can use the 12-hour clock or the 24-hour clock when writing. We usually only use the 12-hour clock when speaking. It's 5 pm. NOT 5-14:00.

## IN THE MORNING 12:00 am - 12:00 noon



## Barry's daily routine



## IN THE AFTERNOON 12:00 noon - 6:00 pm



## IN THE EVENING 6:00 pm - 12:00 am



## Vocabulary

### Daily routine / Free-time activities

- 1 Listen and repeat.



### Note

We use first, then, after (that) to show sequence of events.

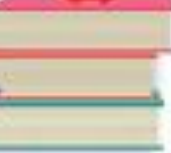
### Speaking

2 Imagine you are Barry. Use phrases from Ex. 1 to tell the class about your routine on Mondays.

I get up at 7 o'clock in the morning and take a shower. Then, I have breakfast and brush my teeth. After that, ...

# 4a • Reading

## School days in the UK



Michael gets up at 7:30 am and has his breakfast. His best friend, Ben, lives next door, so they walk to school together. They are in the same class at Greenwood Primary School. There are 30 students in their class. All students wear a school uniform and carry their books in a backpack.

The students have registration at 8:45 am and lessons start at 9:00 am. There is a short break at 10:30 am and a lunch break at 12:30 pm. Michael brings a packed lunch from home, but Ben buys a hot school dinner from the canteen.

In the afternoon, there are lessons again from 1:15 pm until 3:40 pm. When school finishes, Michael and Ben have football practice because they play for the school team. At 4:30 pm, Michael and Ben walk back home.

Michael takes a shower and does his homework. He has dinner at 7:00 pm with his family. Then, he goes online. He goes to bed at 9:30 pm.



### Check these words

- uniform • backpack
- registration • packed
- hot school dinner
- canteen • team

### Reading

1 Listen to and read the text, then match. Write in your notebook.

- |                    |   |   |              |
|--------------------|---|---|--------------|
| Michael gets up    | 1 | 1 | at 7:00 pm.  |
| Lunch is           | 2 | 2 | at 7:30 am.  |
| Michael has dinner | 3 | 3 | at 12:30 pm. |

2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Michael and Ben walk to school together.
2. There are three breaks in the school day.
3. Ben likes the food from the canteen.
4. Michael does his homework before dinner.

3 Answer the questions in your notebook.

1. Who is Michael's best friend?
2. What time is registration?
3. When is Michael and Ben's football practice?

# Reading • 4a

## Vocabulary

### School

4 Complete the sentences with: *break, canteen, packed lunch, school dinner, uniform*. Write in your notebook.

1. All the students wear a school ....
2. I bring a ... to school every day.
3. After the first lesson, there is a ....
4. Some students buy a ... at lunchtime.
5. We have our lunch in the ....

5 Match the words in bold in the text to their opposites below. Write in your notebook.

1. cold = ...
2. different = ...
3. long = ...

## Listening

6 Listen and complete Paul's school timetable in your notebook.

### Paul's timetable

Get up 7:00 am

Go to school

1) ...

Registration 8:30 am

Break 2) ...

Lunch 1:00 pm

Tennis practice

3) ...

Homework 5:00 pm

Dinner 4) ...

Chat online 8:00 pm

Bed 9:30 pm

7 Complete the text in your notebook. Use *Then* or *After*.

- 1 I get up at 7:30 am. First I take a shower. 1) ... I have breakfast. 2) ... breakfast, I walk to school.
- 2 I come back home at 2:30. First I do my homework. 3) ... I go to basketball practice. 4) ... that, I have dinner.

## Speaking

8 Imagine you are Paul. Tell the class about your daily routine. Use your answers in Ex. 6. Use the text below to help you.

I get up at 7:00 am. Then, I go ... at ... School starts with ... at 8:30. We have a break at ... and lunch at ... After school, I have ... practice at ... Then I go home and do my ... We have dinner at ... Then, I ... at ... I go to bed at 9:30.



## Game!

Exchange notes in groups. Find who the sender is.

# 4b Grammar

## Grammar

We use the present simple for **habits/routines**. I go to school at 8:00 am.  
Time adverbs/phrases used with the **Present Simple**: usually, often, every day/week, etc.

### Present simple (affirmative)

| affirmative |     |       |
|-------------|-----|-------|
| singular    | I   | play  |
|             | you |       |
|             | he  |       |
|             | she | plays |
| plural      | it  |       |
|             | we  | play  |
|             | you |       |
| they        |     |       |



## Language Awareness

Spelling:  
3rd-person singular  
+ verbs + **s** -  
I eat - he **eats**  
I like - he **likes**  
+ verbs ending in **-ss/**  
**-sh/-ch/-x/-o** + **es** -  
I go - he **goes**  
I watch - she **watches**  
+ verbs ending in  
consonant + **-y** -  
**-y** - **ies**  
I cry - he **cries**  
**BUT** vowel + **-y** - **s**  
I enjoy - he **enjoys**

- 1 a) Copy the table in your notebook. Write the third-person singular of the verbs in brackets.

|                        | /s/ | /z/ | /ɪz/ |
|------------------------|-----|-----|------|
| 1. (play) <b>plays</b> |     |     |      |
| 2. (walk) ...          |     |     |      |
| 3. (watch) ...         |     |     |      |
| 4. (buy) ...           |     |     |      |

|               | /s/ | /z/ | /ɪz/ |
|---------------|-----|-----|------|
| 5. (eat) ...  |     |     |      |
| 6. (do) ...   |     |     |      |
| 7. (try) ...  |     |     |      |
| 8. (wash) ... |     |     |      |

- b) Listen and tick (✓) the correct pronunciation in your notebook: (s, z, ɪz).

- 2 Choose the correct answer. Write in your notebook.

- He **have/has** dinner at 8:00.
- I **walk/walks** to school in the morning.
- Mary **get/gets** up at 6:30 every morning.
- Eric and I **play/plays** basketball on Sundays.

- 3 Complete the text with the verbs in the list in the correct form of the present simple. Write in your notebook.

• chat • finish • get up • go (x2) • have (x2)  
• watch • walk

Paola 1) ... at 7:00 every morning. She 2) ... breakfast and then she and her friend Rosa 3) ... to school. They 4) ... school at 3:00 and then Paola 5) ... to basketball practice. In the evening, she 6) ... TV or she 7) ... with her friends online after she 8) ... dinner. Paola 9) ... to bed at 10:00.



# Grammar • 4b



## Present simple (negative)

|          |             | full form     | short form   |
|----------|-------------|---------------|--------------|
| singular | I/you       | do not like   | don't like   |
|          | he/she/it   | does not like | doesn't like |
| plural   | we/you/they | do not like   | don't like   |

**4** Read the table. Complete the sentences using the verbs in the list in the negative form.

go · have · ~~like~~ · start · prepare

- Chris **doesn't like** Music.
- They ... dinner at 4:00 pm.
- Lessons ... at 8:00 pm.
- He ... to school on Saturdays.
- My mum ... lunch for us. We have lunch at school.

**5** What do/do not you do on Sundays? Use the phrases in the list to write sentences. Tell your partner.

· have breakfast at 8:00 · have lunch with my family at 12:00  
 · prepare dinner · eat at a restaurant · go to the cinema  
 · play football in the park · meet my friends

On Sundays, I don't have breakfast at 8:00. I have breakfast at 9:00.

## Prepositions of time (at, on, in)

| at  | on   | in   |
|---|--|--|
| time: <b>at</b> 7 o'clock   | days: <b>on</b> Monday,                                | months: <b>in</b> January  |
| holidays: <b>at</b> Easter,<br><b>at</b> Christmas                        | <b>on</b> New Year's Day                               | seasons: <b>in</b> the winter/<br>spring/summer/autumn                         |
| <b>in the</b>   | dates: <b>on</b> 2nd<br>August                         | <b>in the expressions:</b> <b>in</b> the<br>morning/afternoon/evening          |
| expressions: <b>at</b><br>noon, <b>at</b> the<br>weekend, <b>at</b> night | part of a<br>particular day:<br><b>on</b> Friday night | <b>in</b> an hour, <b>in</b> a minute, <b>in</b> a<br>week/month/year/few days |

**6** Fill in the gaps with: at, on or in.

- He doesn't get up ... 8:00 ... the morning.
- I haven't got a music lesson ... Thursdays.
- We can meet ... the afternoon.
- We don't visit our grandparents ... Sunday mornings.
- The children finish lessons ... 3 pm.

# 4c • Vocabulary

## Free-time activities



1 Listen and repeat.



1 listen to music



2 do puzzles online



3 chat online



4 hang out with friends



5 play board games



6 do jigsaw puzzles



7 go to the theatre



8 go bowling



9 watch a film



10 go skateboarding



11 go to the mall



12 go to an amusement park

### Grammar

We use -ing form after the verbs like, love, don't like, hate. I like listening to music.

2 Which of the activities in Ex. 1 do you like/love/not like/hate doing in your free time? Tell your partner. You can use your own ideas as well.

In my free time I like chatting online and hanging out with my friends. I don't like going to the mall. I hate playing board games.

# Everyday English • 4d

## Grammar

### Prepositions of direction/movement



## Asking for/Giving directions

1 Listen to and/or read the dialogue. Which classroom does Alexis want to go to? How can she get there? Show the route on the map.

**Alexis:** Where's classroom 3C?

**Not:** Walk past the science lab and turn left. Go past the staffroom and walk along the corridor. Go past the nurse's office and turn right. Then go up the stairs.

**Alexis:** I'm sorry. Can you repeat the last bit, please?

**Not:** Of course. Go up the stairs. Go along the corridor. Classroom 3C is on your right.

**Alexis:** Thank you.

**Not:** You're welcome.

2 Look at the map of the school and, in pairs, act out similar dialogues to Ex. 1. Use prepositions of direction/movement. Give directions:

- from the science lab to classroom 3A
- from the computer room to the auditorium
- from the library to the nurse's office



## Pronunciation

/θ/, /ð/

Listen and repeat.

/θ/ three, thanks, think

/ð/ that, then, there

# 4e Grammar

## Adverbs of frequency

### My daily routine

- 100% I **always** get up at 7:00.
- 75% I **usually** walk to school.
- 50% I **often** go to the gym.
- 25% I **sometimes** chat online in the evening.
- 0% I **never** go to bed late.



### 1 Choose the correct adverb of frequency. Write in your notebook.

- John ... (100%) walks to school.  
A often                      B never                      C always
- Helen ... (25%) watches TV in the evening.  
A sometimes              B usually                      C always
- They ... (50%) do their homework after dinner.  
A often                      B usually                      C sometimes
- He is ... (0%) late for school.  
A sometimes              B never                      C always
- My dad ... (75%) has lunch at work.  
A sometimes              B usually                      C always

### 2 Put the words in the correct order. Write in your notebook.

- always/early/is/for work/He.
- She/late/sometimes/is.
- shower/He/at night/often/takes/a.

### Speaking

### 3 Copy the table in your notebook and put a tick (✓) in the correct box. Then, tell your partner.

|                           | always | usually | often | sometimes | never |
|---------------------------|--------|---------|-------|-----------|-------|
| 7:00 am: get up           |        | ✓       |       |           |       |
| 8:00 am: leave for school |        |         |       |           |       |
| 1:30 pm: have lunch       |        |         |       |           |       |
| 5:00 pm: do homework      |        |         |       |           |       |
| 7:00 pm: have dinner      |        |         |       |           |       |
| 9:30 pm: go to bed        |        |         |       |           |       |

I usually get up at 7:00.

# Grammar • 4e

## Note

In English, when we give a short answer to a **Yes/No** question, we use the auxiliary verb **do/does**. Do you like Maths? Yes, I do./No, I don't. (NOT: ~~Yes, I like./No, I don't like.~~)

We use rising intonation in Yes/No questions.

Do you walk to school?

## Present simple (interrogative & short answers)

|          | interrogative        | short answers                                  |
|----------|----------------------|--|
| singular | Do I/you work?       | Yes, I/you do.<br>No, I/you don't.             |
|          | Does he/she/it work? | Yes, he/she/it does.<br>No, he/she/it doesn't. |
| plural   | Do we/you/they work? | Yes, we/you/they do.<br>No, we/you/they don't. |



### 4 Choose the correct item. Then, complete the answers. Write in your notebook.

- Do/Does you eat lunch at school? Yes, ...
- Do/Does your friends have dinner at 7:00 pm? No, ...
- Do/Does Mary drive to work? Yes, ...
- Do/Does he have a shower in the morning? No, ...

### 5 Form questions then answer them.

- Mario / like Art? (No)  
A: "Does Mario like Art?" B: "No, he doesn't."
- Sandra / have Maths on Mondays? (Yes)
- you / watch TV after dinner? (No)
- they / have lunch at home? (Yes)

### 6 Fill in the gaps with the present simple of these verbs: finish, work, have, not/go, you/get up, watch, you/do, make, play, listen. Then, answer the questions. Write in your notebook.

Hi Joshua!

How are you? What time 1) ... in the morning? I get up at 7:30 and my mum 2) ... breakfast for me and my sister, Karen. Karen is 21 and she 3) ... to school. She 4) ... in a bank. I go to school and my lessons 5) ... at 3:00. After that I 6) ... football in the park with my friends. Then, I do my homework. In the evening, I 7) ... to music and my sister 8) ... TV. We usually 9) ... dinner with our parents at 8:00. What 10) ... every day?

Write back,  
Paul

- Does Paul get up at 8:00?
- Does Karen work in a bank?
- Do Paul's lessons finish at 3:00?
- Do they have dinner at 9:00?

# 4f • Across Cultures



## Gareth Bale

### Fact File

Nickname: The Welsh Wizard

Date of birth: 16th July, 1989

Place of birth: Cardiff, Wales

### Check these words

- training • twice
- field • charity

Gareth Bale is a great footballer. He usually **gets up** early at 7:00 am and goes to the gym. After that, he takes a shower and then he eats breakfast. At 9:00 am, Gareth **goes** to football practice. Gareth always has a lunch break at about 1:30 and then continues training. He has Spanish lessons twice a week.

On the field, Gareth often scores goals. His nickname is 'the Welsh Wizard'. Gareth is tall and runs very fast. People say he has got magic feet.

When Gareth doesn't have training or a match, he plays computer games and watches DVDs or sports matches on TV. He plays golf, too. He also helps different charities that help children. His family is very important to him and he **likes** spending time with them.

### Reading

- 1 Listen to and read the text. Match phrases 1-3 to phrases a-c to make sentences. Write in your notebook.

- |                   |                  |
|-------------------|------------------|
| Gareth Bale is 1  | a and very fast. |
| His birthday is 2 | b a footballer.  |
| Gareth is tall 3  | c on 16th July.  |

- 2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

- |                          |                            |
|--------------------------|----------------------------|
| 1. He wakes up at 9 am.  | 3. He trains for 6 hours.  |
| 2. He has lunch at 1:30. | 4. He only plays football. |

- 3 Answer the questions in your notebook.

- |                          |                                   |
|--------------------------|-----------------------------------|
| 1. Where is he from?     | 3. What is very important to him? |
| 2. What is his nickname? |                                   |



### Culture Spot

The national game of England is cricket.



What is the national game of your country?

# Across Cultures • 4f

## Vocabulary Sports

- 4 Complete the gaps. Use: *play, do*.  
Which sports can/can't you do?



1. ... football    2. ... martial arts



3. ... basketball    4. ... tennis    5. ... gymnastics    6. ... baseball    7. ... cricket    8. ... karate

## Speaking

- 5 In pairs ask and answer questions based on the text. Use question words from the Note box.

A: Who is Gareth Bale?

B: A great footballer. What is his nickname?

A: 'The Welsh Wizard.' etc.

## Listening

- 6 Listen and complete the notes about Anton's daily routine. Write in your notebook.

### ANTON'S daily routine

|         |                               |
|---------|-------------------------------|
| 1) ...  | Get up                        |
| 7:30 am | Have breakfast                |
| 9:00 am | Have football 2) ...          |
| 3) ...  | Have lunch                    |
| 2:00 pm | Play a 4) ... & take a shower |
| 6:30 pm | Have dinner                   |
| 5) ...  | Go to bed                     |



## Note

### Question words

Whose is this ball? Mark's.  
(possession)

Who is he? He's my best friend.  
(people)

What is his surname?

Harris (specific information)

How old is he? 12. (age)

Where does he come from? New York. (place)

When is his birthday? 2nd August. (time)

Which school does he go to: Aston or Briggs?

Aston. (choice between two alternatives) BUT How does he go to school? By bus. (manner)

We use falling intonation in *wh*-questions.

What's his favourite sport?

## Writing (an e-message about a daily routine)

- 7 Imagine you are Anton. Write an e-message to your English e-friend Jack about your daily routine at the Gheorghe Hagi Football Academy.

# 4 • CLIL (Citizenship)



## School Rules by Sabina Comăneci

Hi, guys! I'm here in England. I miss my life in Romania, but I like it here a lot. I love my new school! It's big and there are lots of students. That's why it's important we all follow the rules. Here they are:

### Do's

- be on time for registration.
- wear your school uniform.
- bring a packed lunch to school.
- be quiet in class.

### Don'ts

- hand homework in late.
- cheat on tests.
- use a mobile phone at school.
- bully other students.

What are the rules at your school? Have you got a school uniform? Here is a picture of me in my new uniform. I like it. How about you?



### Check these words

- rule • cheat • bully

### Reading

1 Listen to and read the text and decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Sabina doesn't like her new school.
2. She's British.
3. Registration is at 8:45 am.
4. Sabina wears a uniform to school.
5. It's OK to use mobile phones at her school.

### Writing & Speaking

2 **Think** What rules have you got in your school? In your notebook, make notes under the headings and tell the class. Use the rules in the box to help you.

**Do's**



**Don'ts**

- be on time
- cheat on tests
- be quiet in class
- eat or drink in class
- use a mobile phone
- listen to the teacher

# Flash Time • 4



## Project Time 4

  In groups, collect information about a sportsperson from your country and make notes under the headings in your notebook.

Name

Nickname(s)

Date of birth

Place of birth

Daily routine

Free-time activities



## Presentation Skills

2 Use your notes in Ex. 1 to present the sportsperson to the class.

## VALUES

3 **Happy days**  
a) Look at the pictures. Which of these do you usually do?

b)  **Think**  
In pairs, design a "Healthy Habits" timetable. Then, present it to the class.

have a good breakfast

read a book

get lots of sleep

exercise

smile a lot and laugh



# 4 • Progress Check

## Reading

- 1 Read the text and choose the correct answer (A, B or C). Write in your notebook.

### A Day in the Life of...

Nadine is 14 years old and lives in Burkina Faso in West Africa. She is in 7th grade at school, but her typical day is not like a typical school day for a teenager in Europe. Every morning, Nadine gets up very early, at 4 am. She cleans the house. After that, she makes breakfast and prepares her brother and sister for school. She rides her bike to school.

At noon, Nadine cycles back home and has lunch. Then, she goes to the market and helps her mother before she goes back to school. After school, she and her sister cook dinner for the family. There isn't electricity in Nadine's house, so she can't watch TV or surf the Internet. Nadine does her homework and reads with a candle. Then, she goes to bed.



- Nadine is in grade ...  
A 4.      B 14.      C 7.
- Nadine goes to school ...  
A on her bike.    B on foot.    C by bus.
- At noon, Nadine ...  
A cooks dinner.    B goes back home.  
C goes back to school.

3 x 5 = 15

## Vocabulary

- 2 Choose the correct word. Write in your notebook.

- He **goes/gets** up at 8:00.
- We usually **have/do** lunch at 1:00.
- Tom **has/does** his homework in the afternoon.
- We **come/take** back home after school.
- I **help/watch** a charity for children.

5 x 2 = 10

- 3 Fill in: *take, play, go, watch, brush*. Write in your notebook.

- In the evening, I ... video games.
- I ... TV in the afternoon.
- I always ... a shower at night.
- I ... my teeth in the morning.
- I ... to the gym in the evening.

5 x 2 = 10

## Grammar

- 4 Write the third-person singular in your notebook.

- She ... (**work**) as a teacher.
- I ... (**buy**) books online.
- She ... (**wash**) the car every Friday.
- I ... (**chat**) online in the evenings.
- She ... (**study**) English on Mondays.

5 x 2 = 10

- 5 Choose the correct item. Write in your notebook.

- Does Anna **live/lives** in Madrid? No, she **does/doesn't**.
- Paul and I **don't/doesn't** play tennis.
- Do/Does** you walk to school? Yes, I **do/does**.
- My mum **tidy/tidies** the house every day.
- Students **don't/doesn't** eat in class.
- Rachel **wear/wears** a uniform to school.

6 x 1 = 6

- 6 Put the words in the right order. Write in your notebook.

- We/school/walk/to/every day.
- late/Tom/is/for school/never.
- always/We/at/dinner/8:00/have.
- evening/in/watch/They/TV/the.
- have/Mondays/We/music lessons/on.

5 x 2 = 10

# Progress Check • 4

## Everyday English

7 Choose the correct response. Write in your notebook.

- A: Where's classroom 1A?  
 B: a Turn left.  
 b On your right.
- A: Can you repeat it, please?  
 B: a Of course.  
 b I'm sorry.
- A: Thank you.  
 B: a Go up the stairs.  
 b You're welcome.

3 x 3 = 9

## Listening

8 For questions 1-4, choose the correct answer (A, B or C). Write in your notebook.

1. What is Mary's favourite activity?



2. What is Tom's favourite free-time activity?



3. When can Bob meet Janet?

A **Tuesday** B **Wednesday** C **Thursday**

4. Who is Anna's dad?



4 x 3 = 12

## Writing

9 Write an email to your English friend, Stan, about what you do at weekends. Use the email below as a model.



21 points  
Total: 100 points

## Competences

|           |                 |                  |
|-----------|-----------------|------------------|
| ★<br>Good | ★★<br>Very good | ★★★<br>Excellent |
|-----------|-----------------|------------------|

### Now I can ...

#### Vocabulary & Grammar

- talk about daily routine & free time
- talk about school
- talk about school rules
- use the present simple
- use adverbs of frequency
- use prepositions of time
- use question words

#### Reading

- match phrases to make complete sentences
- identify R/W/DS statements
- answer comprehension questions

#### Listening

- listen for specific information (gap fill)

#### Speaking

- describe a person's daily routine
- give directions
- describe my daily routine
- present a famous sports person

#### Writing

- write an email about a person's daily routine

# 5 • All about food



## What's in this module?

- **Vocabulary**
  - Food & Drinks
  - Food preparation
  - Cooking tools
  - Shopping
- **Grammar**
  - a/an - some/any
  - Partitives
  - Quantifiers
  - can/can't - may/may not (permission)
- **Words**

How much, How many, Which, Why, How
- **Everyday English**
  - Expressing likes/dislikes - preferences
  - Giving instructions
  - Pronunciation: Word Stress



## Vocabulary Food & Drinks

1 a) Use the words in the list to label the pictures (1-7). Write in your notebook.

- biscuits • pasta • fruit juice • meat • cucumbers
- strawberries • salt

b) Listen and repeat.



### ⚡ Note

**Likes/Dislikes**  
In English, we use *like*, *love*, *don't like*, etc. with a verb + -ing.  
*I like eating apples.*  
*I don't like drinking coffee.*

### Speaking

#### Expressing likes/dislikes - preferences

2 Use the key to talk about your likes/dislikes, as in the example.

- |                                 |                 |                |
|---------------------------------|-----------------|----------------|
| 😊 I love                        | 😄 I really like | 🙂 I quite like |
| 😞 I don't like ... (very much). | 😡 I hate        |                |

*I like eating cereal and eggs. I don't like eating yoghurt. I really like drinking milk. I hate drinking coffee.*



## Sweet FOOD



There are many special days throughout the year in the UK and British people love to celebrate with food.



**Christmas** is on 25th December and it's a national holiday. The British make Christmas (or Plum) puddings for the traditional Christmas dinner. This is a brown pudding with raisins, nuts and cherries. They usually serve it with custard. Traditionally, they hide a silver coin inside the pudding. They believe that the coin can bring good luck to the person who finds it.

In October the British celebrate **Halloween**. Children wear costumes, go to parties and eat sweets. No party is complete without toffee apples. These are apples on a stick in sugar. They are delicious.



**Good Friday**, the Friday before Easter Sunday, is a national holiday in the UK. British people eat hot cross buns for breakfast. These are sweet bread rolls with white crosses on top. They have fruit in them and people eat them hot. Some people keep them because they believe they can protect the house from bad things.



On 5th November British people celebrate **Bonfire Night or Guy Fawkes Night** to remember a plot against King James I. They have fireworks, parties and large fires. They also eat parkin, a sweet cake. They bake the cake and leave it for three days, then they cut it into small pieces.

### Reading

#### Check these words

- raisin • nut • cherry
- custard • coin
- luck • bread rolls
- protect • stick

1 Listen to and read the texts. Match the phrases 1-4 to the phrases a-d to make correct sentences. Write in your notebook.

- |                   |   |   |                                       |
|-------------------|---|---|---------------------------------------|
| Christmas is      | 1 | a | a sweet cake.                         |
| Cross buns are    | 2 | b | a sweet the British eat at Halloween. |
| Toffee apples are | 3 | c | sweet bread rolls.                    |
| Parkin is         | 4 | d | a national holiday in the UK.         |

2 Read the text again and decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. A Christmas pudding has sometimes got a coin inside.
2. Most people eat hot cross buns with butter on them.
3. People eat toffee apples on Good Friday.
4. People make parkin days before Bonfire Night.

# Reading • 5a

## Vocabulary Celebrations

- 3 Look at the photos. How do the people in the UK/USA celebrate these celebrations? Tell the class.



- 4 Listen and repeat. Match the wishes (A-D) to the greetings in Ex 3. Write in your notebook.



A

Wishing you a very happy April Fools' Day.



B

Thinking of you!



Hope this year all your dreams come true!

D


Have a wonderful Easter!



- 5 Which of the celebrations in Ex. 1 do you celebrate in Romania? What holiday greetings and wishes do you use?

### Writing

- 6 Think of a holiday in Romania. Write an invitation to your English friend. Use the card below as a sample.



Halloween at Simona's

hope you come and spend Halloween with me on 1) ...

Address: 2) ...

Time: 3) ...

Phone number: 4) ...

What to wear: 5) ...

- 7 Imagine you are a cartoon character. Write a funny message to one of your classmates.

Donald Duck wishes you Merry Christmas.

# 5b • Grammar

## A/An - Some/Any



|               | Countable                             |   |
|---------------|---------------------------------------|---|
|               | singular                              | plural                                    |
| affirmative   | There's <b>an</b> onion.              | There <b>are</b> <b>some</b> onions.      |
| negative      | There <b>isn't</b> <b>a</b> cucumber. | There <b>aren't</b> <b>any</b> cucumbers. |
| interrogative | <b>Is</b> there <b>an</b> egg?        | <b>Are</b> there <b>any</b> eggs?         |
|               | Uncountable                           |   |
|               | singular                              |   |
| affirmative   | There's <b>some</b> cheese.           |   |
| negative      | There <b>isn't</b> <b>any</b> flour.  |   |
| interrogative | <b>Is</b> there <b>any</b> butter?    |   |

We can use **some** in interrogative sentences to make **offers** and **requests**. **Would you like some milk?** (offer) **Can I have some tea, please?** (request)

### Grammar

- Countable nouns are nouns we can count. They have singular and plural forms. **an apple - two/some apples**
- Uncountable nouns are nouns we cannot count. They usually have singular forms. (**some milk - NOT: milks**) These nouns include: food (cheese, meat, flour, sugar, salt, etc.), liquid (coffee, tea, water, etc.)

- 1 Read the theory box and the note. How do we use **a/an, some, any**?
- 2 Decide if the nouns below are **C** (Countable) or **U** (Uncountable). Write the plural form of the countable nouns in your notebook.

- |                          |           |               |
|--------------------------|-----------|---------------|
| 1. apple <b>C</b> apples | 5. burger | 9. strawberry |
| 2. coffee                | 6. meat   | 10. salt      |
| 3. water                 | 7. carrot |               |
| 4. rice                  | 8. lemon  |               |

- 3 Choose the correct word. Write in your notebook.

1. Is there **some/any** sugar?
2. There isn't **some/any** flour left.
3. Would you like **a/an** biscuit?
4. I need **some/any** milk for my cereal.
5. There's **a/an** apple on the table.
6. Can I have **some/any** chips, please?

# Grammar • 5b

## Partitives



We can use both **uncountable nouns** and **plural countable nouns** after partitives (**phrases of quantity**) such as: a *bag/bottle/bowl/can* etc. Study the examples below.

a **bag** of cherries



a **can** of cola



a **jar** of jelly beans



a **bar** of chocolate



a **carton** of milk



a **loaf** of bread



a **bottle** of mustard



a **cup** of tea



a **packet** of biscuits



a **bowl** of cereal



a **glass** of water



a **piece** of pizza



4 Read the table. Match the two columns.  
Write in your notebook.

|             |   |             |   |
|-------------|---|-------------|---|
| a bar of    | 1 | a crisps    | a |
| a packet of | 2 | b juice     | b |
| a can of    | 3 | c chocolate | c |
| a carton of | 4 | d soda      | d |
| a loaf of   | 5 | e water     | e |
| a jar of    | 6 | f jam       | f |
| a bottle of | 7 | g bread     | g |



# 5c • Vocabulary

## Food preparation

1 Listen and repeat.



## Cooking tools

2 Listen and repeat.



3 a) Match the cooking tools (1-4) to the correct phrases (a-d).  
Write in your notebook.

- |          |                               |
|----------|-------------------------------|
| whisk 1  | a) grate cheese               |
| knife 2  | b) mix vegetables             |
| grater 3 | c) beat eggs                  |
| spoon 4  | d) chop, peel or slice onions |

b) Make sentences using your answers in Ex. 3a. Tell your partner.

You need a whisk to beat eggs.

# Everyday English • 5d

## Grandma's Cake Recipe

### Ingredients:

- 200g sugar
- 120g of butter
- 2 eggs
- 180g flour
- 2 tsp baking powder
- 120 ml milk
- 12 strawberries

g = gramme(s)  
ml = millilitre(s)  
tsp = teaspoon(s)  
tbsp = tablespoon(s)

## Giving instructions

- 1 Complete the dialogue. Use the sentences (A-E). Write in your notebook.

This cake is delicious!

**Alexis:** Thanks! It's my grandma's recipe.

1) ...

**Alexis:** Yes. First of all, beat the butter and sugar.

2) ...

Then, mix some more.

3) ...

**Alexis:** Then, use a spoon to mix in the flour, milk and baking powder, and pour it into the cake tin. Finally, slice the strawberries and add them to the cake tin.

4) ...

**Alexis:** For forty minutes at 220 degrees Celsius.

5) ...

**Alexis:** It really is.



- A And then?  
B Wow, it sounds simple!  
C How long do you bake it for?  
D Is it easy to make?  
E Next, break the eggs and add them to the bowl, one at a time.

## Check these words

- simple • bake

- 2 Listen and check. Then, act out the dialogue in pairs.

- 3 Use the recipe to ask and answer questions as in the example.

A: How much sugar do we need? A: How many eggs do we need?

B: We need 200 grammes of sugar. B: We need 2 eggs.

- 4 Complete the exchanges with the sentences below in your notebook.

• It's my mum's recipe. • It sounds simple! • Is it easy to make?  
• And then?

1. A: These biscuits are delicious.

B: Thanks! It's my mum's recipe.

3. A: ...

B: Then, you add the chocolate pieces.

2. A: ...

B: Yes. First of all, use a spoon to mix the butter and flour.

4. A: Put them in the oven for 20 minutes and that's it.

B: Wow! ...

## Pronunciation

### Word stress

- Listen and spot the stressed syllables. Then, listen again and repeat.

Each word has one stress. We only stress vowels. eg. orange

- apple • chicken • cereal • tomato • pepper • onion • coffee • lemon

# 5e • Grammar


## Quantifiers



| Countable nouns   | Uncountable nouns   |
|---|---|
| <p><b>How many biscuits are there?</b></p> <p>There are <b>too many</b> biscuits.</p> <p>There are <b>a lot of/lots of</b> biscuits.</p> <p>There are <b>some/a few</b> biscuits.</p> <p>There are <b>(very) few/not many</b> biscuits.</p> <p>There <b>aren't any/are no</b> biscuits.</p> | <p><b>How much milk is there?</b></p> <p>There is <b>too much</b> milk.</p> <p>There is <b>a lot of/lots of</b> milk.</p> <p>There is <b>some/a little</b> milk.</p> <p>There is <b>(very) little/ isn't much</b> milk.</p> <p>There <b>isn't any/is no</b> milk.</p> |

**1** Read the theory box. Then, choose the correct word. Write in your notebook.

1. There isn't **many/much** milk left.
2. How **much/many** bread is in the cupboard?
3. How **many/much** eggs do we put in the cake mix?
4. He's got **a lot of/a little** sweets in his bag.
5. There is **many/lots of** sugar in this ice cream.
6. We haven't got **many/much** orange juice.
7. There are **a few/a little** apples. Let's make an apple pie.
8. There's very **few/little** butter left.

**2**  It's Saturday. Decide on what you need to buy from the supermarket for the week. Write your shopping list in your notebook.

- A: Do we need any apples?  
 B: No, we have got a lot of apples. We need some milk.  
 A: How much?  
 B: A carton, etc.

# Grammar • 5e



## can/can't - may/may not

- We use **can/can't** to express ability/lack of ability. I **can** read. I **can't** play the guitar.
- We use **can/can't** to ask for/give/refuse permission in informal situations. **Can** I go out, Dad? **Yes, you can./I'm afraid you can't.**
- We use **may** to ask for permission more formally. We use **may/can** to give permission (formal). We use **may not/can't** to refuse permission (formal). **May** I use your phone, Mr Tyler? **Yes, you may/can./No, you may not/can't.** NOT: ~~Yes, you could./No, you couldn't.~~

3 Look at the pictures. Ask and answer questions, as in the example.



ride a horse



play video games



drive a car




play the piano

A: Can you ride a horse?

B: Yes, I can./No, I can't.

4 Which of the activities in Ex. 3 can/can't you do? Tell the class.

5  Ask and answer questions, as in the example.

1. Ask your dad for permission to go to the cinema with your friend. Your dad refuses.  
A: Can I go to the cinema with my friend?  
B: No, you can't.
2. Ask your teacher for permission to leave early. Your teacher agrees.
3. You want to use a school computer. Ask your teacher for permission. Your teacher refuses.
4. Ask your sister to borrow her umbrella. Your sister agrees.
5. Ask your mum for permission to use her laptop. Your mum refuses.

## Game!

Mime an activity. The class in teams guess what you can do.

# 5f • Across Cultures



## STREET FOOD AROUND THE WORLD

Do you ever feel hungry, but don't have the time to eat at a restaurant? Then **pick up** some street food! It's fast, delicious, and a great way to discover great flavours. Let's **find out** about some popular street food from different countries.



### Fish and Chips – England

A very popular street food in England is fish and chips. Vendors take the fish (usually cod or haddock) and cover it in batter before they fry it in very hot oil. Then, they use some special paper to wrap the fish and chips. People usually put salt and vinegar on their fish and chips. It's really tasty!



### Hot Dogs – USA

In cities in the USA, there are hot dog carts on almost every street. A hot dog is a sausage in a bun. The vendors usually steam the sausages, and **warm the buns up** in a special oven. Customers then put their favourite toppings on their hot dog. Some popular toppings people add are mustard, ketchup, onions and relish. Many people also add some red pepper to make it spicy!



#### Check these words

- hungry • vendor
- cod • haddock
- batter • carts
- bun (hot dog)
- customer • relish

#### Culture Spot

Roast beef and Yorkshire pudding is the English national dish.



What is the national dish of your country?

#### Reading

- 1 Listen to and read the texts. Match the phrases (1-3) to the phrases (a-c) to make sentences. Write in your notebook.

- |                              |   |   |                              |
|------------------------------|---|---|------------------------------|
| Fish and chips is            | 1 | a | to make their hot dog spicy. |
| They wrap the fish and chips | 2 | b | very popular in England.     |
| Many people add red pepper   | 3 | c | in paper.                    |

- 2 Decide if the sentences are **R** (right) or **W** (wrong) or **DS** (doesn't say). Write in your notebook.

1. Vendors fry fish and chips in very hot oil.
2. They use flour and water to make batter.
3. Vendors steam the buns in an oven.
4. Mustard is a popular topping for hot dogs.

- 3 Answer the questions in your notebook.

1. What sort of fish is in fish and chips?
2. What do people put on their fish and chips?
3. What toppings do people put on their hot dogs?

# Across Cultures • 5f

## Vocabulary Food

4 Fill in: *toppings, steam, spicy and fry*. Write in your notebook.

1. People ... potatoes in oil to make chips.
2. My dad puts ... like mustard and onions on his burger.
3. I add pepper to my food to make it ...
4. Boil the water and ... the carrots for 15 minutes before you serve them.

## Speaking

5 **Think** Which of the street foods in Ex. 1 would you like to try? Why? Tell your partner.

I would like to try ... because ...

## Listening

6 Listen and choose the correct answer (A, B or C). Write in your notebook.

1. What's Paul's favourite food?

A



B



C



2. What does Ann want to drink?

A



B



C



3. What does Lyn need to buy?

A



B



C



## Note

Using a search engine

Use key words (nouns, adjectives) for your search. Do not write articles or pronouns.

## Writing (a blog entry about street food in your country)

7 Think of a popular street food in your country. Collect information under the headings: **name of street food**, **how they make it**, **what they serve with it**. Use your notes to write a blog entry about it (50 words).

8 Create a poster of traditional dishes in your country. Label the pictures.

## 4. There is - are a / some / any

| Affirmative |           |            | Negative      |              | Interrogative |
|-------------|-----------|------------|---------------|--------------|---------------|
|             | Long form | Short form | Long form     | Short form   |               |
| singular    | There is  | There's    | There is not  | There isn't  | Is there?     |
| plural      | There are |            | There are not | There aren't | Are there?    |

27 Write "There is" or "There are" as in the example:



- 1) *There are* two swings in the garden.
- 2) ..... a slide.
- 3) ..... two children.
- 4) ..... a woman.
- 5) ..... a table.
- 6) ..... two chairs.
- 7) ..... lots of flowers.
- 8) ..... a cat.
- 9) ..... four birds.
- 10) ..... a ball.
- 11) ..... two trees.
- 12) ..... a dog.

**some + countable or uncountable noun**  
(in **affirmative** sentences)

There are **some** tomatoes.  
There is **some** bread.

**any + countable or uncountable noun**  
(in **questions** and **negative** sentences)

Are there **any** oranges?  
Is there **any** milk?  
No, there isn't **any** milk.

28 Fill in "some" or "any".

1. Are there *any* children in the park?
2. Are there ..... eggs on the table?
3. There are ..... flowers in the garden.
4. There isn't ..... meat in the shop.
5. There isn't ..... bread in the cupboard.
6. There are ..... apples on the tree.
7. There is ..... lemonade in the bottle.
8. There is ..... milk in the bottle.



**4. There is - are a / some / any**

- 9. There isn't ..... water in the glass.
- 10. There are ..... potatoes on the table.
- 11. There is ..... tea in the teapot.
- 12. Is there ..... chocolate in the fridge?
- 13. Are there ..... children in the room?
- 14. There is ..... cheese on the plate.
- 15. There aren't ..... cars in the street.
- 16. Are there ..... cakes in the cupboard?

**29** Look at the picture and write sentences as in the example:

- 1. Apples? *Are there any apples?*  
*.. Yes, there are some apples. ..*
- 2. Eggs? .....
- 3. Meat? .....
- 4. Butter? .....
- 5. Milk? .....
- 6. Tomatoes? .....
- 7. Oranges? .....
- 8. Juice? .....
- 9. Lemons? .....



**30** Now write what there is or there isn't in the fridge in your kitchen.

*.. There is some meat. There ..*  
.....  
.....  
.....  
.....



31 Look at the picture and write sentences as in the example:



1. Three children? *... Are there three children in the picture? ...  
... No, there aren't. There are five children. ...*
2. A birthday cake? .....
3. Three candles? .....
4. Two boys? .....
5. Two girls? .....
6. One bottle of Coca-Cola? .....
7. Five glasses? .....
8. One box? .....
9. One woman? .....
10. One man? .....
11. Five lollipops? .....



#### 4. There is - are a / some / any

### 32 Fill in "There is", "There are", "Is there" or "Are there".

- |  |  |
|--|--|
| 1. <i>Are there</i> any people on the bus? | 9. .... any money in your pocket?      |
| 2. .... any cheese in the sandwich?        | 10. .... any horses in the field?      |
| 3. .... some books in my bag.              | 11. .... some Coca-Cola in that glass. |
| 4. .... some meat in the fridge.           | 12. .... some letters on the table.    |
| 5. .... any sugar in this tea?             | 13. .... any water in the bottle?      |
| 6. .... some dogs in the garden.           | 14. .... any chairs in the room?       |
| 7. .... a policeman in that car.           | 15. .... some paper on the desk.       |
| 8. .... any matches in the matchbox?       | 16. .... a cat under the tree.         |

### Guessing Game 8

The teacher chooses a leader from the class and tells him/her to imagine a fridge with 5 items inside (eg. milk, cheese, tomatoes, Coke, eggs). Then he/she divides the class into two groups and the groups in turn ask the leader questions about what is in the fridge. The group which finds most or all of the items within 10 questions wins.

- Group A S1 : Is there any milk in the fridge?  
Leader : Yes, there is some milk in the fridge.  
Group B S1 : Is there any butter in the fridge?  
Leader : No, there isn't any butter in the fridge.  
Group A S2 : Is there any cheese in the fridge?  
Leader : Yes, there is some cheese in the fridge. etc.

### Memory Game 9

The teacher divides the class into two groups and asks the students to look at the picture to ex 27 for 1 minute. Then the students close their books and the groups in turn try to remember as many items as possible. The group which finds most or all of the items wins.

- Group A S1: There's a slide in the picture.  
Group B S1: There's a ball in the picture.  
Group A S2: There's a tree in the picture. etc.



## 5. Present Continuous

She **is reading** a newspaper. He **is bringing** the salad. The children **are fighting**. The cat **is stealing** the chicken.



| Affirmative      |                 | Negative             |                     | Interrogative     |
|------------------|-----------------|----------------------|---------------------|-------------------|
| Long form        | Short form      | Long form            | Short form          |                   |
| I am working     | I'm working     | I am not working     | I'm not working     | Am I working?     |
| You are working  | You're working  | You are not working  | You aren't working  | Are you working?  |
| He is working    | He's working    | He is not working    | He isn't working    | Is he working?    |
| She is working   | She's working   | She is not working   | She isn't working   | Is she working?   |
| It is working    | It's working    | It is not working    | It isn't working    | Is it working?    |
| We are working   | We're working   | We are not working   | We aren't working   | Are we working?   |
| You are working  | You're working  | You are not working  | You aren't working  | Are you working?  |
| They are working | They're working | They are not working | They aren't working | Are they working? |

We use Present Continuous for temporary actions.

Look at the spelling of these verbs.

run - running  
dig - digging  
lie - lying

**BUT**

work - working  
walk - walking  
play - playing  
open - opening  
listen - listening  
etc.

### 33 Add -ing to the verbs.

- |                                   |                 |                |
|-----------------------------------|-----------------|----------------|
| 1. get ..... <i>getting</i> ..... | 4. sit .....    | 7. drink ..... |
| 2. swim .....                     | 5. watch .....  | 8. put .....   |
| 3. stop .....                     | 6. listen ..... | 9. dig .....   |



## 5. Present Continuous

Look at the spelling of these verbs:

dance - dancing      have - having etc.

### 34 Add -ing to the verbs.

- |                                   |                |               |
|-----------------------------------|----------------|---------------|
| 1. live ..... <i>living</i> ..... | 4. drive ..... | 7. ride ..... |
| 2. write .....                    | 5. smoke ..... | 8. make ..... |
| 3. close .....                    | 6. come .....  | 9. take ..... |

### 35 Add -ing to the verbs.

- |                        |                |                 |                 |
|------------------------|----------------|-----------------|-----------------|
| 1. sing <i>singing</i> | 8. go .....    | 15. draw .....  | 22. live .....  |
| 2. read .....          | 9. win .....   | 16. score ..... | 23. play .....  |
| 3. open .....          | 10. show ..... | 17. bring ..... | 24. wake .....  |
| 4. eat .....           | 11. jump ..... | 18. help .....  | 25. move .....  |
| 5. wash .....          | 12. fly .....  | 19. look .....  | 26. visit ..... |
| 6. count .....         | 13. give ..... | 20. dream ..... | 27. have .....  |
| 7. sleep .....         | 14. feed ..... | 21. enjoy ..... | 28. call .....  |

## Time Expressions with Present Continuous

now

at the moment

at present

### Short Answers

Are you sleeping?

Yes, I am.

No, I'm not.

Is *he* sleeping?  
Is *she* sleeping?  
Is *it* sleeping?

Yes, *he* is.  
Yes, *she* is.  
Yes, *it* is.

No, *he* isn't.  
No, *she* isn't.  
No, *it* isn't.

Are they sleeping?

Yes, they are.

No, they aren't.

### 36 Write short answers.

- Is the dog barking? Yes, ... *it is* .....
- Are the girls laughing? No, ... *they aren't* ..
- Are you doing your homework? No, .....
- Is he driving a bus? Yes, .....
- Are they watching television? Yes, .....
- Is it raining outside? No, .....
- Is she running? Yes, .....
- Are they watering the flowers? Yes, .....
- Is he putting on his coat? No, .....
- Are they digging in the garden? No, .....
- Are you writing a letter? Yes, .....
- Are they listening to the radio? No, .....



## 5. Present Continuous

37 Match the sentences with the pictures as in the example:

Grandpa is sleeping.  
Carol is listening to the radio.  
They are eating.  
The cat is jumping.

Sarah and John are cooking.  
Sally is crying.  
Jane is dancing.  
Father is digging in the garden.



1. ... *Grandpa is sleeping* .....



2. ....



3. ....



4. ....



5. ....



6. ....



7. ....



8. ....



## 5. Present Continuous

38 Look at the pictures and write sentences as in the example:



(cry)

Long form: ... *The baby is crying.* ...

Short form: ... *It's crying.* ...



1. (talk) .....



2. (sing) .....



3. (come) .....



4. (sit) .....



5. (wash the floor) .....



6. (drink Coke) .....



7. (open the window) .....



8. (write) .....



## 5. Present Continuous

### 39 Fill in the blanks with the correct form of the verb.



It is Sunday morning and the family is on the beach. Mrs Fairfax 1) ..... *is sleeping* ..... (sleep) under a sun-umbrella.

Mr Fairfax 2) ..... (read) a book.

Their two daughters 3) ..... (swim) in the sea. Their son 4) ..... (play) with a ball.



It is noon and the family is on the beach.

Look! The two girls 5) ..... (run) towards the boy. Mrs Fairfax 6) ..... (call) them.

Mr Fairfax 7) ..... (drink) some Coke and he 8) ..... (read) a book.



It is Sunday afternoon and their picnic is ready.

They 9) ..... (enjoy) their picnic. They 10) ..... (eat) sandwiches.

John 11) ..... (not/eat) his sandwich. He 12) ..... (feed) the birds. They 13) ..... (have) a wonderful day.

### 40 Read the short texts above then ask and answer questions.

1. ... *What is Mr Fairfax doing in picture 1? He is reading a book.* .....

2. ....

3. ....

4. ....

5. ....



## 5. Present Continuous

41 Look at the picture and write sentences as in the example:



1. Father is talking on the phone. .... *Wrong! Father isn't talking on the phone. .... He's drinking Coke.* .....
2. Grandpa is listening to music. ....
3. Father and mother are playing with the cat. ....
4. The boys are drinking Coke. ....
5. Mother is sleeping. ....
6. Sue and Pam are watching TV. ....
7. Grandma is writing. ....
8. The cat is eating. ....