



UNIUNEA EUROPEANĂ



Instrumente Structurale
2014-2020

Proiect cofinanțat din Fondul Social European prin Programul Operațional Capital Uman 2014-2020

Axa prioritară 6: *Educație și competențe*

Prioritatea de investiții 10.1: *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 reintorc 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 M3

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

Nume și Prenume VASILE LAURA ALINA

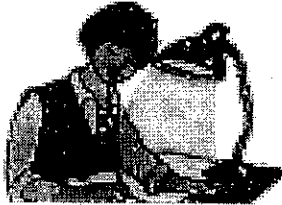
Expert curriculum LIMBA ENGLEZA

Semnătura expertului

Luna OCTOMBRIE 2022

9. Prepositions of Time

In the evening



He does his homework
in the evening.

At noon



They have lunch
together at noon.

On Friday



She goes shopping
on Friday.

| in | at | on |
|----------------------|--------------|------------------------|
| in the morning | at 8 o'clock | on Sundays |
| in the afternoon | at noon | on Monday |
| in the evening | at night | on Tuesday (days) etc. |
| in November (months) | at midnight | on October 4th (dates) |
| in summer (seasons) | at Easter | on Sunday afternoon |
| in 1992 (years) | at Christmas | |

79 Fill in "at", "in" or "on" as in the example:

- | | | |
|---------------------|-----------------------------|-------------------------|
| 1. ... Saturday. | 8. ... 9 o'clock. | 15. ... autumn. |
| 2. ... July. | 9. ... Christmas. | 16. ... half past two. |
| 3. ... 1984. | 10. ... September 26th. | 17. ... Monday morning. |
| 4. ... March 25th. | 11. ... 1991. | 18. ... Easter. |
| 5. ... Friday. | 12. ... August 23th. | 19. ... 10 o'clock. |
| 6. ... summer. | 13. ... Thursday afternoon. | 20. ... winter. |
| 7. ... the morning. | 14. ... the evening. | 21. ... noon. |

80 Fill in "at", "in" or "on" as in the example:

- | | | |
|---------------------------|----------------------------|-------------------------|
| 1. ... December. | 6. ... a quarter past six. | 11. ... February 8th. |
| 2. ... midnight. | 7. ... noon. | 12. ... Saturday night. |
| 3. ... Wednesday evening. | 8. ... 1982. | 13. ... 1954. |
| 4. ... April. | 9. ... spring. | 14. ... Monday. |
| 5. ... April 2nd. | 10. ... night. | 15. ... June 26th. |

9. Prepositions of Time

81 Fill in the blanks with "in", "at" or "on" as in the example:

1. We always go on holiday ... *in* ... summer.
2. My parents usually go shopping Saturday morning.
3. I always do my homework the evening.
4. The circus usually comes to our town spring.
5. Sophia's birthday is May 16th.
6. I usually get up seven o'clock.
7. My favourite television programme begins 6:30 the evening.
8. Sometimes it snows winter.
9. My friend's birthday is June.
10. Some birds and animals come out night.

82 Choose the correct answer.

1. My lesson starts ... *at* ... five o'clock.
A) on B) at C) in
2. My brother usually buys a newspaper the morning.
A) on B) at C) in
3. We wear warm clothes winter.
A) on B) at C) in
4. We get presents Christmas.
A) on B) at C) in
5. I usually visit my grandparents Sunday afternoon.
A) on B) at C) in
6. John's birthday is August 15th.
A) on B) at C) in
7. The film finishes 9:30.
A) on B) at C) in
8. The supermarket is closed Sunday.
A) on B) at C) in

Game 13

Your teacher will divide the class into two groups. Then he / she will say expressions of time without their prepositions. The groups in turn should complete the missing prepositions. Each correct answer gets one point. The group with the most points wins.

Teacher: the afternoon
Group A S1: in the afternoon
Teacher: night
Group B S1: at night
Teacher: 1992

Group A S2: in 1992
Teacher: Christmas
Group B S2: in Christmas
Teacher: Wrong! at Christmas.
Group B gets no point.

10. How much / How many

Uncountable Nouns

How much?

How much cheese have I got?



Countable Nouns

How many?

How many eggs have I got?



83 Write the words from the box in the correct column.

- bread lemon water woman cheese sugar meat Coke coffee room
 bottle boy money table dog glass girl tea car milk

Uncountable

Countable

| | |
|-------------------|--------------------|
| bread | bottle |
| | |
| | |
| | |
| | |

84 Write questions as in the example :

1. sugar? *How much sugar have you got?*
2. dresses?
3. lemonade?
4. oranges?
5. meat?
6. chairs?
7. glasses?
8. cheese?
9. cars?
10. shirts?
11. jam?
12. books?

10. How much / How many

85 Ask and answer as in the example:



1. How many apples are there?
.. Not many.



2.
.....



3.
.....



4.
.....



5.
.....



6.
.....



7.
.....



8.
.....



9.
.....



10.
.....

10. How much / How many

86 Fill in "How much" or "How many".

- | | |
|---------------------------------------|--|
| 1. trees can you see? | 11. dolls have the children got? |
| 2. money have you got? | 12. balls have you got? |
| 3. eggs are there in the fridge? | 13. sandwiches do you want? |
| 4. biscuits have you got? | 14. flowers are in the vase? |
| 5. milk do you want? | 15. juice is there in the bottle? |
| 6. bread do you want? | 16. pens are there in your bag? |
| 7. boys are in your class? | 17. tea is there in the bag? |
| 8. glasses are on the table? | 18. hats have you got? |
| 9. butter is there on the plate? | 19. water is there in the bottle? |
| 10. books have you got? | 20. meat is there in the fridge? |



87 Ask and answer as in the examples:

1. How much sugar is there? 1 kilo.
2. How many oranges are there? ... 3 oranges.
3. bread is there?
4. meat is there?
5. bananas are there?
6. coffee is there?
7. tomatoes are there?
8. biscuits are there?
9. milk is there?
10. potatoes are there?

Revision Exercises II

Game 14

The teacher divides the class into two groups. Then he / she says nouns and the groups in turn add "how much" or "how many". Each correct answer gets 1 point. The group with the most points is the winner.

Teacher : cheese
Group A S1 : how much cheese?
Teacher : eggs
Group B S1 : how many eggs?

Teacher : water
Group A S2 : how many water?
Teacher : Wrong! "How much water?"
Group A gets no point.

Revision Exercises II

88 Fill in the blanks putting the verbs into their correct form:

read go play eat want come be like work

John (1) ... works ... in a bank. He (2) ... his job because it (3) ... very interesting. Many people (4) ... to the bank when they (5) ... money. When he (6) ... home at night he (7) ... his dinner and (8) ... with his two children. Before they (9) ... to bed he (10) ... them a story.

89 Fill in the blanks with one of the words from the box below:

at the moment usually seldom never

1. I ... never ... go to school on Christmas Day.
2. I am writing a letter
3. I ... eat meat; I don't like it very much.
4. I ... go to church on Sundays.

90 Put the verbs into the Simple Present or Present Continuous.

1. The children ... *are playing* ... (play) outside now.
2. He sometimes ... (go) to church.
3. I ... (do) my homework at the moment.
4. I ... (read) the newspaper every morning.
5. I ... (eat) my dinner now.

Revision Exercises II

6. She usually (read) a book in the evening.
 7. We (go) to the disco tonight.
 8. He (write) a letter to his penfriend every month.
 9. My mother usually (cook) dinner in the evening.
 10. She (travel) to work by train every day.

91 Choose the correct item.

- | | |
|---|---|
| 1. She ..eats.. meat every day. A) is eating B) eats C) eat | 5. Mother never the dishes. A) is washing B) washes C) wash |
| 2. The baby at the moment. A) is sleeping B) sleeps C) sleep | 6. Jane a book at the moment. A) is reading B) reads C) read |
| 3. I to bed every night at 10:00 pm. A) am going B) goes C) go | 7. She very quickly. Look! A) is running B) runs C) run |
| 4. Mum TV now. A) is watching B) watches C) watch | 8. I my homework every day. A) am doing B) do C) does |

92 Fill in "in", "at" or "on".

- | | |
|--|---|
| 1. I usually go to the park Sundays. | 6. Are you going to the disco Saturday? |
| 2. We go skiing December. | 7. We learn many things school. |
| 3. I am going to Spain summer. | 8. I don't like getting up the morning. |
| 4. We don't go to school Easter. | 9. I am going to the dentist Monday. |
| 5. I got up 8:00 am this morning. | 10. I go to bed 10 o'clock. |

93 Fill in the third person singular.

- | | | |
|---------------------------------|----------------------|-----------------------|
| 1. I write - He writes .. | 4. I buy - He | 7. I dance - He |
| 2. I catch - He | 5. I give - He | 8. I take - He |
| 3. I cry - He | 6. I kiss - He | 9. I go - He |

94 Fill in "How much" or "How many".

- | | |
|--|-------------------------------|
| 1. <i>how many</i> apples are there in the bag? | 6. butter do you want? |
| 2. money have you got? | 7. people can you see? |
| 3. girls are there in your class? | 8. sugar do you want? |
| 4. milk is there? | 9. children can you see? |
| 5. records have you got? | 10. meat do you want? |

Revision Exercises II

95 Fill in the correct preposition.

under between behind out of at on in into



The cat is sleeping 1) its basket. Dinner is 2) the table. Grandfather is sitting 3) the table. Peter is sitting 4) Sally and Grandfather. Father is looking 5) the window. The dog is playing with a ball 6) the chair. John is 7) the chair. Grandmother is coming 8) the room with some lemonade.

96 Underline the correct word as in the example:

1. Tina is (my, mine) sister.
2. This car is (her, his).
3. These are the children's shoes. They're (their, theirs).
4. These books are (your, yours).
5. That skirt is (her, hers).
6. (My, Mine) brother is tall.
7. This is Sue's bicycle. It's (her, hers) bicycle.
8. That is (your, yours) pen.
9. These are (our, ours) pencils.
10. This shirt is (her, his).

97 Put the verbs in brackets into the Simple Present or Present Continuous.



It (1) (be) Friday evening and my friends and I (2) (be) at the disco. Some people (3) (dance) on the dance floor. Some people (4) (sit) down and (5) (drink) Coke. My friends (6) (talk) and (7) (laugh) together. We (8) (go) to the disco every week. We usually (9) (drink) Coke and (10) (dance).

98 Change to the plural.

1. She has got a child. *They have got children.*
2. This is my cat.
3. It is an ox.
4. That is a fox.
5. He is a singer.

99 Fill in "some" or "any".

1. Is there *any* milk in the bottle?
2. There are biscuits in the tin.
3. There aren't pens on the desk.
4. There are flowers in the vase.
5. Are there cups in the cupboard?
6. There isn't cheese in the fridge.

100 Fill in "There is" or "There are".

1. *There are* some bottles of Coke on the table.
2. some milk in the fridge.
3. a man at the door.
4. zebras in the zoo.
5. a box on the table.

Progress Test 5 (Units 10-11)

NAME:

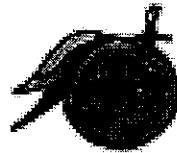
DATE:

CLASS:

MARK:

(Time: 30 minutes)

A Ask and answer as in the example.

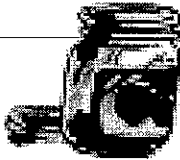


e.g. ...How many flowers are there?
Not many ...

1

2

3



4

5

6

7

B Ask and answer as in the example.



e.g. ...How much... milk is there? ...1 litre...

8 coffee is there?

9 bread is there?

10 sugar is there?

11 biscuits are there?

12 lemons are there?

13 onions are there?

14 bananas are there?

Progress Test 5 (Units 10-11)

C Write sentences as in the example.



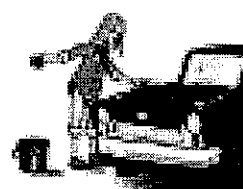
e.g. (take/photograph)
He ...is going
to take a
photograph...



15 (watch/TV)
They



16 (visit/circus)
They



17 (wash/car)
She



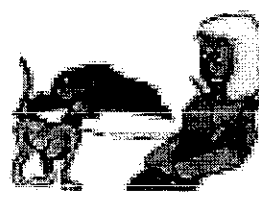
18 (ride/bicycle)
He



19 (eat/dinner)
We



20 (have/a bath)
He



21 (walk/the dog)
She

D Write sentences as in the example.

e.g. (Bob/pilot) ...is Bob going to be a pilot?...

- 22 (Sue/singer)
- 23 (Tom & Bill/teacher)
- 24 (Felix/policeman)
- 25 (Anna/doctor)

E Answer the questions as in the example.

e.g. Is Mary going to visit Jane? No, ...she isn't...

- 26 Are they going to stay at home? No,
- 27 Is he going to cook dinner? Yes,
- 28 Are they going to make a cake? Yes,
- 29 Is Tony going to wash the dishes? No,
- 30 Are you going to play tennis? Yes,

Progress Test 6 (Units 12-13)

NAME:

DATE:

CLASS:

MARK:

(Time: 30 minutes)

A Write sentences as in the example.



e.g. the boys/play drums
(love)
The boys love
playing the drums.



1 John/be nurse (love)

.....
.....
.....



2 Mary/wash floor (hate)

.....
.....
.....



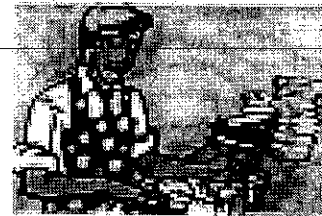
3 Laura/read newspaper
(like)

.....
.....



4 dog/play with ball (like)

.....
.....
.....



5 Father/do washing up
(not like)

.....
.....



6 Mother/cook dinner
(hate)

.....
.....



7 they/dig in garden (not
like)

.....
.....

Progress Test 6 (Units 12-13)

B Mr Taylor is telling the boys what they must or mustn't do.

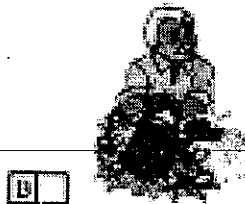
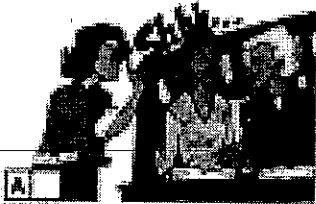


- 8 You do your homework.
- 9 You be late for school.
- 10 You talk in class.
- 11 You bring your books.
- 12 You eat in class.
- 13 You listen to me.
- 14 You study a lot.
- 15 You sleep in class.
- 16 You write on the walls.

C Match the sentences with the pictures.

- 17 You mustn't smoke in here.
- 18 You must take your medicine.
- 19 You must feed your dog.

- 20 You must water the plants.
- 21 You must not walk on the grass.
- 22 You mustn't talk here.



D Mrs Rose needs to lose weight. You are telling her what she must or mustn't do.



- You 23) eat so much. You 24) eat sweets. You 25) eat ice cream. You 26) drink a lot of Coke. You 27) eat more fruit. You 28) eat vegetables. You 29) take some exercise. You 30) walk to work.

Progress Test 7 (Units 14-15)

| | |
|--------------------|-------------|
| NAME: | DATE: |
| CLASS: | MARK: |
| (Time: 30 minutes) | |

A Fill in am, is, are, was or were.



1 It Saturday today. The children at the circus. They at the zoo last Saturday.



2 It lunchtime and he in the kitchen. He at the supermarket in the morning.



3 It Friday evening. Bill and Mary at the theatre. They at work three hours ago.



4 It Monday afternoon. Tom and Sid in the library. They at school two hours ago.

B Answer the questions.











- 5 Was Mary at home yesterday? No,
- 6 Were the children at school yesterday? Yes,
- 7 Was Jim at work yesterday? Yes,
- 8 Were Jim and Ann in the park yesterday? No,

C Fill in was, am, is, are or were.



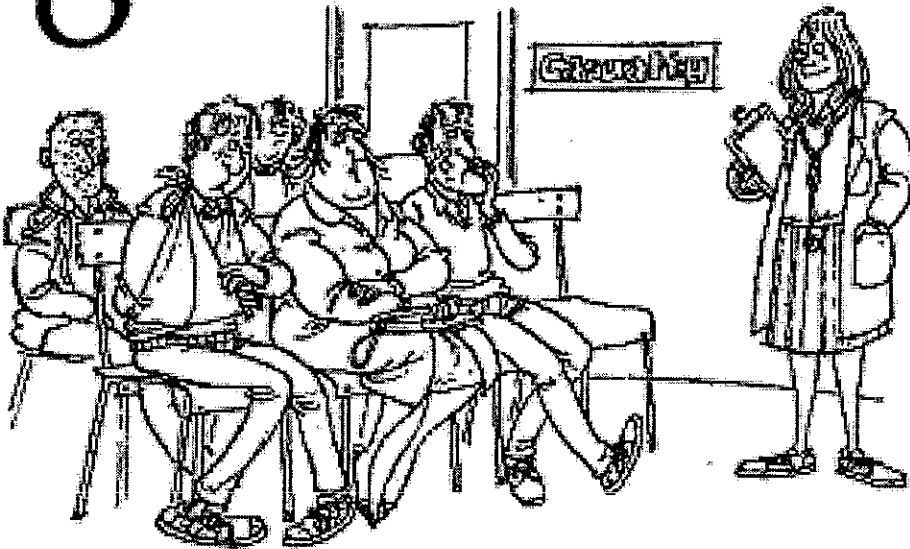
It 9) Sunday afternoon and my family and I
 10) in the garden. We 11) outside
 today because it 12) hot. Yesterday it 13)
 cold and it 14) raining. We 15)
 in the house all day. I like Sundays and I
 16) very happy today.

D Write what Bob had or didn't have when he was eight.

- | | | | | | |
|------|---|---------------------------------|----|--|---------|
| e.g. |  | X He didn't have a guitar... | 21 |  | ✓ |
| 17 |  | ✓ | 22 |  | X |
| 18 |  | ✓ | 23 |  | X |
| 19 |  | X | 24 |  | ✓ |
| 20 |  | X | 25 |  | X |

E Write questions and answers as in the example.

- e.g. (Jill/Coke?/No) ...Did Jill have any Coke? No, she didn't...
- 26 (Bob/ice cream?/Yes)
- 27 (Tim/jam?/Yes)
- 28 (Sue/cake?/No)
- 29 (Pam/apples?/No)
- 30 (Sam/bread?/Yes)



Billy is twelve years old, and his sister is fifteen. It was Saturday yesterday, and Billy's father gave him fifty pence. There is a big tree in Billy's garden, and he climbed it and sat in it. He likes that place in the tree very much.

Then Billy looked at his fifty pence and said, "I'm going to go to the market tomorrow on my bicycle, and I'm going to buy some seeds with this money. Then I'm going to plant them under this tree. I'm going to have a lot of flowers and fruit and plants, and I'm going to sell them.

"A lot of people are going to come to my garden every day, and they're going to buy my nice flowers and fruit and plants, and in the end I'm really going to have a lot of money. Then I'm going to grow up and go to university, and I'm going to be a doctor.

"Then my sister will come to me and say, 'Doctor, Doctor, I've broken my left arm! Please help me!' And I'm going to set her arm."

The sky was blue, the weather was hot, and Billy was tired after that, so he went to sleep in the tree. But then he fell out of the tree and broke his left arm. His mother took him to the doctor, and she set it.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Who is older, Billy or his sister?
a) Billy is. b) His sister is.
- 2 Where did Billy sit yesterday?
a) In a tree. b) In his house.
- 3 Where did Billy want to go on Sunday?
a) To a big tree. b) To the market.
- 4 Why did he want to go there? •
a) Because he wanted a bicycle. b) Because he wanted some seeds.
- 5 What did he want to do with the seeds?
a) He wanted to plant them. b) He wanted to sell them.
- 6 Why did he want to grow flowers and fruit and plants?
a) Because he wanted money. b) Because he wanted to buy them.
- 7 What did he want to be?
a) A teacher at a university. b) A doctor.
- 8 What did he want to do to his sister then?
a) He wanted to come to her. b) He wanted to set her arm.
- 9 Why did Billy fall out of the tree?
a) Because he was tired. b) Because he went to sleep.
c) Because the weather was hot.
- 10 Who set his arm?
a) His mother did. b) His sister did. c) The doctor did.

Exercise 2

Write this story. Choose the right words each time:

Billy (*sat under/went up*) a big tree yesterday, because (*he loved it/his father gave it to him*). There was a market on (*Saturday/Sunday*) and Billy wanted to go there. He wanted to (*sell his bicycle/take his fifty pence*) there and buy some seeds with the (*bicycle/money*). Then he wanted to plant (*a tree/the seeds*). He wanted to (*buy/sell*) nice flowers and fruit and plants, and to (*get/give*) a lot of money for them. Then he wanted to (*go to/visit*) the university and to (*be/see*) a doctor. He wanted to (*be/visit*) his sister's doctor, and to (*hold/set*) her arm. But (*Billy/the tree*) fell, and (*he/it*) broke his arm, and (*his mother/his sister/the doctor*) set it.

Exercise 3

Use *he* or *him* when you are writing about a man or a boy, *she/her* when you are writing about a woman or a girl, and *they/them* when you are writing about more than one person. Use *I/me* when the person is speaking about himself/herself, and *you* when the person is addressing someone else. Use *we/us* when the person is speaking about himself or herself plus one or more other people.

Use *he/she/they/I/we* when the word is the subject, and *him/her/them/me/us* when it is the object. *You* can be used both for the subject and for the object.

Put *I, you, she, her, he, him, we, us, they* or *them* in the empty places:

Ruth is Billy's sister. . . . is fifteen years old. Billy loves . . . very much. . . . said to . . . , "Do you want these flowers, Ruth?" and Ruth said to . . . , "Thank . . . , Billy. . . . don't want flowers now, but . . . can give me some tomorrow. . . . am going to go out with my friend Lily then, and . . . are going to visit some friends. . . . have invited . . . to tea. Lily and . . . can give . . . the flowers then."



In the last fifty years, a lot of people have left Europe and have gone to live in Australia. One of them was a Hungarian man. He lived in Australia for a long time, and after that, he had a lot of good friends. He always said to them, "Australia's beautiful, but Hungary's beautiful too."

Then one year he said, "I'm going to go back to Hungary now to visit my old home." All of his new friends said to him, "We want to go with you, because Hungary's a beautiful country, and we want to see it too."

The Hungarian Australian took all his friends from Sydney to Rome in a big plane, and then they went from Rome to Budapest in a train, because they wanted to see the mountains, and the villages, and the towns.

They stayed in Budapest for four days, and they liked it very much. One day they went to the zoo in Budapest and saw two kangaroos there.

The Australians were very happy, because kangaroos come from Australia. They said to the animals, "Come here, old friends! Come and see your Australian brothers!" But the kangaroos did not move.

But then the Hungarian Australian spoke to the animals in Hungarian. "Come here!" he said, and both the kangaroos ran to him.

The other Australians laughed and said, "Look at that! They're Australian, but they only know Hungarian!"

UNIT 9

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Where is Hungary?
a) In Australia. b) In Europe.
- 2 Did the Hungarian man stay in Australia for a long time?
a) No, he did not. b) Yes, he did.
- 3 Did he have any friends in Australia then?
a) No, he did not. b) Yes, he did.
- 4 Why did he want to go back to Hungary?
a) Because Australia is beautiful. b) To visit his old home.
- 5 Why did his friends want to see Hungary?
a) Because it is beautiful. b) To see their old homes.
- 6 Did they go to Hungary in a ship?
a) No, they went in a plane, and then in a train. b) Yes, they did.
- 7 Where did they find a zoo?
a) In Budapest. b) In Rome.
- 8 What did they see in the zoo?
a) Some kangaroos. b) Some old friends.
- 9 Why didn't the kangaroos come to them?
a) Because they did not move. b) Because they did not understand English.
- 10 Why did the kangaroos only understand Hungarian?
a) Because they came from Australia. b) Because they lived in Hungary.

Exercise 2

Write this story. Choose the right words each time:

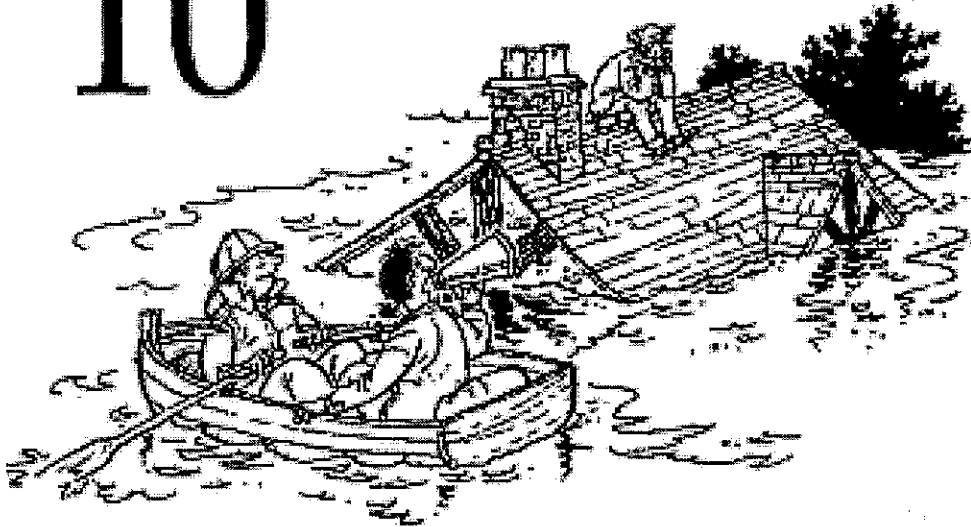
Hungary is a country in (*Australia/Europe*). The man in this story went from Hungary to (*Australia/Europe*) and stayed there for (*a long time/one year*). Then he wanted to visit his old home in (*Australia/Hungary*). His friends wanted to go too, because they (*came from/wanted to see*) Hungary. So they (*all/both*) flew to (*Rome/Hungary*), and then they (*drove to Budapest/went to Budapest in a train*). They (*stayed in/visited*) the zoo in Budapest. They saw (*a lot of/two*) kangaroos there. The Australians were happy, because kangaroos are Australian (*animals/birds*). They called to the kangaroos in English, (*and/but*) the kangaroos (*came/did not come*). Then the Hungarian man called to them in Hungarian, (*and/but*) they (*came/did not come*). They (*did not understand/only understood*) Hungarian, because they (*lived in Hungary/were Australian*).

Exercise 3

We use *both* when we are talking or writing about two people, animals or things, and *all* when we are talking or writing about more than two.

Put *all* or *both* in the empty places:

The Hungarian man had a lot of friends, and ... of them went to Budapest with him. There were hundreds of animals in the zoo, and they saw ... the animals. Two of them were kangaroos, and ... of these kangaroos understood Hungarian, but not English. ... the kangaroos came to the Hungarian man, but they did not come to the Australians.



There was a big flood near our house in spring. The water came down from the mountain and the hills, the river came up and up, and a lot of the houses on the low land were soon under the water.

The Red Cross sent some men, and they brought food and dry clothes, and took some people to higher ground in boats.

One old man lives in a small house near our river. He is a poor man, and there aren't any other houses near his. There was a lot of rain one night, and in the morning the old man looked out of his window and saw the flood. The water was nearly up to his bedroom window.

The water came up and up, and the old man went to the top floor of his house. Then the flood was worse, and he went up on to the roof.

"What am I going to do?" he said. "The water's very deep, and I can't swim."

But after three hours the old man saw a boat. It came slowly near, and the old man saw two young men in it.

"We've come from the Red Cross," one of the young men called, "and . . ."

"I'm sorry," the old man answered, "but I've just given you some money this month, and I haven't got much. I'm a poor man."

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Where did the flood come from?
a) A spring. b) The mountain and hills.
 - 2 Where did the water come up from?
a) A lot of the houses. b) The river.
 - 3 Who brought food and dry clothes?
a) Men from the Red Cross. b) People on higher ground.
 - 4 Is the poor old man's house near a lot of the houses on the low land?
a) No, it is not. b) Yes, it is.
 - 5 When did the old man see the flood?
a) In the morning. b) One night.
 - 6 Why did the old man go up on to his roof?
a) Because he wanted to look for the men from the Red Cross. b) Because the water was very high.
-
- 7 What did the old man do then?
a) He swam to the higher land. b) He waited.
 - 8 Who came then?
a) An old man in a boat. b) Two young men.
 - 9 Did the young men want money for the Red Cross?
a) No, they did not. b) Yes, they did.
 - 10 What did they want?
a) They wanted to look at the old man. b) They wanted to take the old man to the high ground.

Exercise 2

Write this story. Choose the right words each time:

Our river comes from (*a lot of the houses on the low land/the mountain and hills*). There was a lot of (*rain/sunshine*) there in spring, so the river was very (*empty/full*), and there was a (*spring/flood*).

Some men came from the (*mountain and hills/Red Cross*) and took people from the (*higher ground/low land*) in boats. One poor man lives on the (*high/low*) ground. His house is (*not/very*) near ours. One night, (*some people/the river*) came nearly up to his bedroom window. The old man (*swam/went*) up to the top of his house. In the end (*he/the flood*) was on top of his roof. He waited for three hours (*in a boat/on his roof*), and then two young men (*came in a boat/swam to him*) and (*brought him some money/took him to higher ground*). But he was sorry, because he did not (*have any money for them/want to go*).

Exercise 3

Use *much* or *many* in questions (e.g. "Are there many people here?" "Is there much water here?") and in negative statements (e.g. "There aren't many people here." "There isn't much water here.").

Use *a lot (of)* in affirmative statements (e.g. "There are a lot (of people) here." "There is a lot (of water) here.").

Use *much* for a thing which we can't count (e.g. *water*), and *many* for more than one person, animal or thing that we can count (e.g. *women, cats, houses*).

Use *a lot (of)* both for things that we can't count, and for persons, animals and things that we can count.

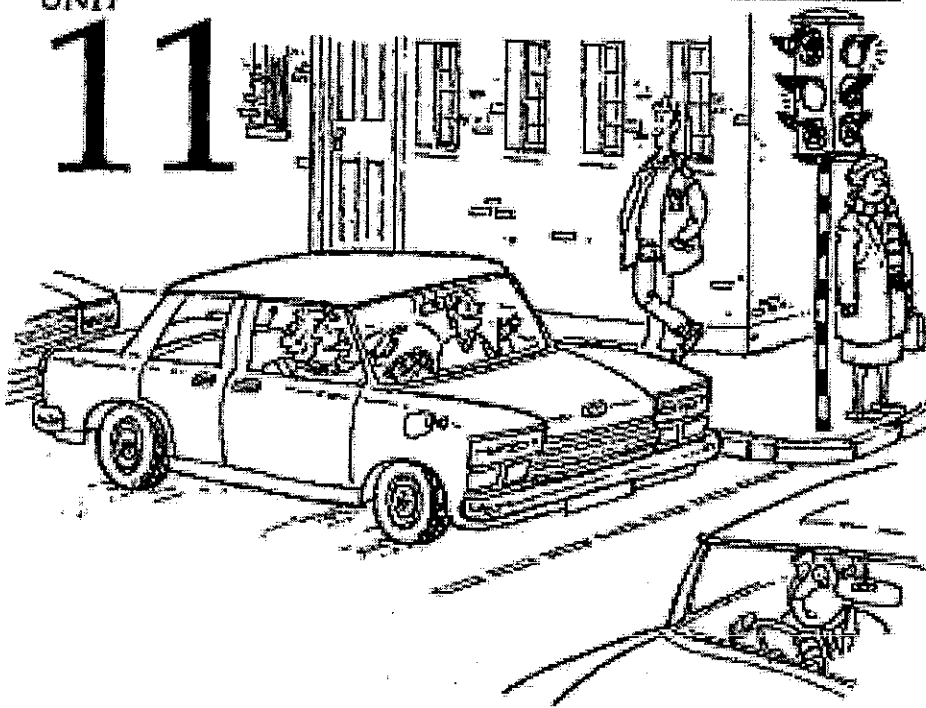
Use *a lot* of when a noun follows (e.g. "There are a lot of people here."), and *a lot* (without *of*) when a noun does not follow (e.g. "And there are a lot here, too.").

Put *a lot*, *a lot of*, *many* or *much* in the empty places:

- 1 The old man did not have . . . money, and the Red Cross did not send . . . men.
- 2 "Do you have . . . rain here?" "Yes, we have" "Oh? We don't have"
- 3 There was . . . rain last night.
- 4 "Do . . . people live here?" "No, not"
- 5 There were . . . people in the flood, and . . . on the higher ground.

UNIT

11



Mrs Walker has one son. His name is Harry. When he was four years old, he had a child's bicycle. It was red and white, and it had small wheels at its sides, so it always stayed up.

Then Harry did not have a bicycle for a long time. Now he is twelve years old, and he wants a bicycle.

Mrs Walker goes to work by car every day, and she takes Harry with her to his school, and brings him back when he finishes. His school is on one side of the town, and Mrs Walker's office is on the other side.

"A lot of my friends have bicycles, and they ride to school on them," Harry said to his mother one day. "Their mothers don't need to take them to school and bring them home again."

But his mother said to him, "Wait, Harry. Your father and I are going to buy you a nice bicycle soon."

Then yesterday Mrs Walker stopped her car at a red light and looked at Harry. "Harry," she said to him, "your father and I are going to give you a bicycle next month, but first I'm going to ask you some questions. Now, look at those traffic lights. Do you know their meaning?"

"Oh, yes, I do!" Harry answered happily. "Red is 'Stop', green is 'Go', and yellow is 'Go very quickly.' "

UNIT 11

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Is Harry a boy, or a man?
a) He is a boy. b) He is a man.
- 2 Has his mother got a car?
a) No, she has not. b) Yes, she has.
- 3 Has she got a job?
a) No, she has not. b) Yes, she has.
- 4 Is Harry's school near her office?
a) No, it is not. b) Yes, it is.
- 5 Has Harry got a bicycle now?
a) No, he has not. b) Yes, he has.
- 6 What does he want?
a) A bicycle. b) A car.
- 7 What do a lot of his friends do?
a) They drive to school in their cars. b) They ride to school on their bicycles.
- 8 Where did Mrs Walker stop her car yesterday?
a) At a bicycle shop. b) At some traffic lights.
- 9 What did she ask Harry then?
a) The meaning of her questions. b) The meaning of the traffic lights.
- 10 Did Harry know the right meaning of the yellow light?
a) No, he did not. b) Yes, he did.

Exercise 2

Write this story. Choose the right words each time:

Mrs Walker is Harry's (*daughter/mother*). First Harry had (*a small bicycle/some small wheels*), but then he did not have (*any/one*). Now he goes to his (*office/school*) in (*his/his mother's*) car every day, but he wants to go by (*bicycle/bus*). A lot of other

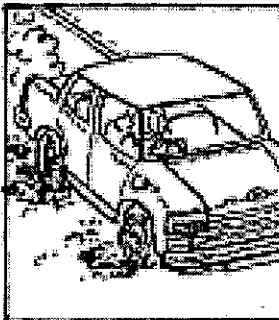
boys have (*bicycles/airs*), so their mothers (*do not take/take*) them to school. Harry's mother (*did not need/needed*) to take Harry to school, because he (*did not have/had*) a bicycle, but then she wanted to buy one for (*him/his father*). But first (*he/she*) asked (*her/him*) a question about traffic lights, and (*her/his*) answers were (*all/not all*) right, because the meaning of yellow (*is/is not*) 'Go very quickly'.

Exercise 3

We use *he/him/his* when we are writing about a man or a boy, *she/her* when we are writing about a woman or a girl, and *it/its* when we are writing about an animal or a thing. We use *they/them/their* when we are writing about more than one person, animal or thing.

We use *he/she/it/they* for the subject, *him/her/it/them* for the object, and *his/her/its/their* to show possession.

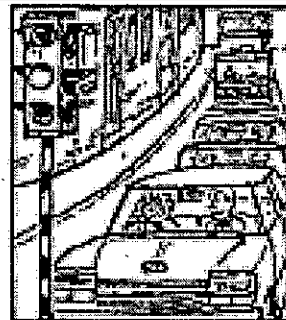
Put *he, him, his, it, its, she, her, they, them* or *their* in the empty places:



1 This is Mrs Walker. ... is in ... car. ... is blue. ... wheels are dirty.



2 Mrs Walker has one son. ... name is Harry. ... goes to school. ... mother takes him there. Harry is talking to ...



3 These are traffic lights. ... are red now, Harry is looking at ... There are a lot of cars here. ... drivers are waiting.



Harold Scott sold cheap shoes. He had a small lorry, and he bought the shoes from the factory and took them from one house to another and tried to sell them to people.

He sold a lot of his shoes in small villages, because there were not many shops there, and people did not want to go to the town and buy their shoes there.

One day Harold drove along the street of a village and stopped in front of one of the houses. There was a small boy beside the door. Harold opened the window of his lorry and called to the boy, "Hello. Is your mother at home?"

The boy looked at him. Then he answered, "Yes, she is."

"That's good," Harold said, and he smiled. He got out of his lorry, took some shoes from the back and went to the door of the house. He knocked at the door and then he waited, but the door did not open.

After a minute, Harold knocked at the door again and waited for two minutes, but again the door did not open.

Then Harold looked at the small boy and said in an angry voice, "Your mother is *not* at home."

"She *is*," the small boy answered.

"Then why hasn't she opened the door?" Harold asked.

"Because this isn't my house," the small boy answered.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 What did Harold do with his lorry?
a) He carried his shoes in it. b) He took things from houses in it.
- 2 Who bought a lot of his shoes?
a) People in shops. b) People in small villages.
c) People in the town.
- 3 What did Harold see in front of one house in a village?
a) A lorry. b) A small boy.
- 4 What did Harold do to the boy?
a) He called to him. b) He took him in his lorry.
- 5 Why did Harold take some shoes out of his lorry then?
a) Because he wanted to sell them to the boy. b) Because he wanted to sell them to the boy's mother.
- 6 Did the boy's mother open the door?
a) No, she did not. b) Yes, she did.
- 7 What did Harold do then?
a) He knocked again. b) He opened the door.
- 8 Was he happy then?
a) No, he was not. b) Yes, he was.
- 9 Was the boy's mother in the house?
a) No, she was not. b) Yes, she was.
- 10 Why?
a) Because she was at the shops. b) Because it was not her house.

Exercise 2

Write this story. Choose the right words each time:

Harold Scott (~~did not make shoes~~, but *he/made shoes in a factory and*) brought them to people's houses in a lorry. People in (*the town/villages*) bought a lot of his shoes, because (~~there were not many shops/they did not want to buy shoes~~) there. One day Harold was in (*his lorry/some of the houses*) in a village. He saw a small boy near a (~~door/window~~). He opened (*his window/it*) and (*smiled at/spoke to*) the boy. Harold was (*happy/sad*) because the boy's mother was (*at home/out*). He wanted to sell her (*his lorry/some of his shoes*). He knocked at the (*back/door*) of the house, (~~and/for~~) the boy's mother (~~did not open/opened~~) it. Harold (*looked at/spoke to*) the boy angrily then, but the boy was (*right/wrong*): his mother (~~was/was not~~) at home, but her home (~~was/was not~~) that house.

Exercise 3

For *a*, *an* and *some*, see Unit 1. We use *the* instead of *a*, *an* or *some* when we refer back to something or someone that we have already mentioned. When we read, "This is a pen, and that is a pencil. The pen is black, and the pencil is red.", we know in the second sentence which pen and pencil the person is writing about — the ones he has written about in the first sentence.

Put *a*, *an*, *some* or *the* in each empty place:

Harold had . . . lorry. . . . lorry was quite small. Last Monday he took . . . money out of his bank and bought. . . shoes with it. He took . . . shoes to . . . village. He sold them in . . . village in . . . hour, and got a lot of money. Then he bought . . . more shoes with . . . money, and he bought . . . food for his family too. He has . . . wife and . . . eleven-year-old daughter.



Dick lived in England. In January he said to his wife, "I'm going to fly to New York next week, because I've got some work there."

"Where are you going to stay there?" his wife asked.

"I don't know yet," Dick answered.

"Please send me your address from there in a telegram," his wife said.

"All right," Dick answered.

He flew to New York on January 31st and found a nice hotel in the centre of the city. He put his things in his room and then he sent his wife a telegram. He put the address of his hotel in it.

In the evening he did not have any work, so he went to a cinema. He came out at nine o'clock and said, "Now I'm going to go back to my hotel and have a nice dinner."

He found a taxi, and the driver said, "Where do you want to go?" But Dick did not remember the name and address of his hotel.

"Which hotel are my things in?" he said. "And what am I going to do tonight?" But the driver of the taxi did not know, so Dick got out and went into a telegraph office. There he sent his wife another telegram, and in it he wrote, "Please send me my address at this telegraph office."

UNIT 13

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Why did Dick fly to New York?
a) Because his home was there. b) Because he had work there.
- 2 Why did his wife want a telegram from him?
a) Because he did not know his address yet. b) Because she wanted to go to New York too.
- 3 Where did Dick stay in New York?
a) With a friend in the centre of the city. b) In a hotel.
- 4 Did he remember to send his wife a telegram?
a) No, he did not. b) Yes, he did.
- 5 Did he work that evening?
a) Yes, in a cinema. b) No, he did not.
- 6 Where did he want to go at nine o'clock?
a) To a cinema. b) To his hotel.
- 7 Did he want to walk to it?
a) No, he wanted to go in a taxi. b) Yes, he did.
- 8 What did the driver of the taxi want to know?
a) The name and address of a telegraph office. b) The name and address of Dick's hotel.
- 9 Did Dick tell him?
a) No, he did not. b) Yes, he did.
- 10 Who sent him the name and address of his hotel?
a) A telegraph office. b) His wife.

Exercise 2

Write this story. Choose the right words each time:

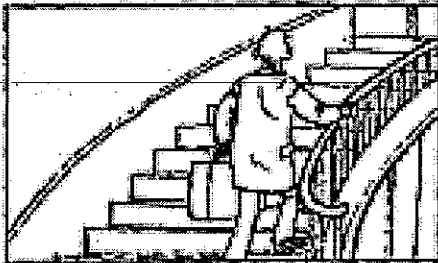
Dick's home was in (*England/New York*). He went (*there/to New York*) in January. He (*did not know/knew*) his address there, and his wife (*asked for it/knew it as well*). Dick went to New York in

a (place/ship) and found (a room in/the address of) a hotel. Then he sent (his things/the address) to his wife. He went to (a cinema/his work) in the evening, and then he wanted to have dinner (and then go to/in) his hotel. He got into a taxi, (and told the driver/about he forgot) the name and address of his hotel. The driver did not (help him/answer), so Dick got (into another taxi/out). He sent his wife a telegram from (a telegraph office/his hotel), and asked her for (her/his) address.

Exercise 3

Use *come/bring* when the movement is towards you, and *go/take* when it is not (e.g. If I am in France, I can say, "I'm going to England tomorrow, and I'm coming back to France on Monday.").

Put *bringing, coming, going or taking* in the empty places:



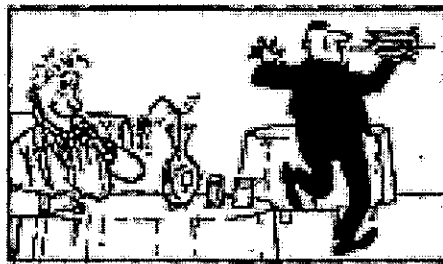
1 Dick is . . . up to his room now.



2 Dick is . . . down again now.

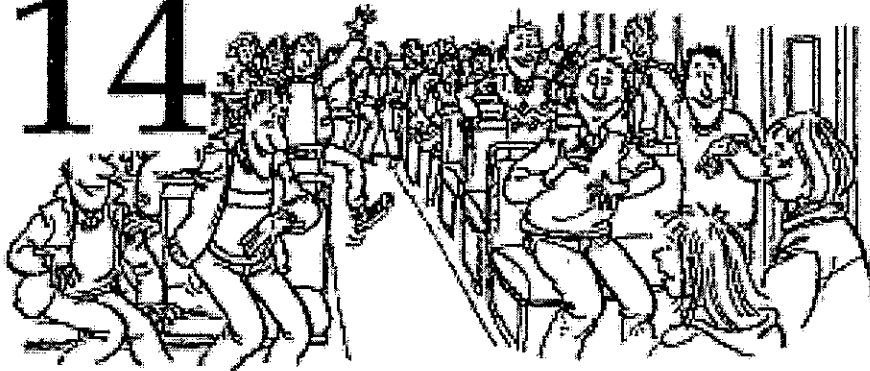


3 A man is . . . Dick some food now.



4 And now he is . . . his empty plates.

14



Miss Miller lived beside a church in a small street in a town. She did not have a car. On Friday she always walked to the bus stop, and then she went to the market and bought food for the next week. There were usually a lot of people in the bus, but Miss Miller always found a seat.

One of the houses at the corner of Miss Miller's street was empty for a long time, but then a family came and lived in it. There was a man and his wife and two children. The children went to school in the bus in the morning.

On Friday Miss Miller went to the house and visited the children's mother. She said to her, "Good morning. My name's Jane Miller, and I live beside the church in this street. I'm going to the market now. Do you need any food?"

"Good morning," the woman said to her visitor, "you're very kind. My name's Mary Adams. Yes, I need food for my lunch today and for our supper tonight. And I need some fish for the cat. I don't know the way to the market yet. Can I come with you?"

"Please do," Jane answered. Mary put her coat on, and the two women went out and walked along to the bus stop. They waited there, and Jane said to her new friend, "There's a bus at five minutes to ten. It's always full, but I get a seat."

"Oh? Is that easy?" Mary asked.

Jane smiled and answered, "Wait and you'll see."

The bus came, and the two women got in. It was full, but Jane said, "Perhaps those two very handsome men will give us their seats."

Six men stood up quickly, and both the women went and sat down in the nearest seats.

Exercise 1

Look at these questions. Find the right answers. Then write the questions and the answers:

- 1 Did Miss Miller go to the market in her car?
a) No, she did not. b) Yes, she did.
- 2 Why?
a) Because she always walked there.
b) Because she did not have a car.
- 3 Was the bus usually nearly empty, or nearly full?
a) Nearly empty. b) Nearly full.
- 4 Why did Jane Miller visit Mary Adams's house?
a) Because she wanted to help her. b) Because she wanted to get some food from her.
- 5 Did Mary need food?
a) No, she did not. b) Yes, she did.
- 6 Why didn't she go to the market earlier that day?
a) Because she did not need any food. b) Because she did not know the way.
- 7 Who went with her?
a) Her cat did. b) Jane did.
- 8 Where did they walk to?
a) To the bus stop. b) To the market.
- 9 Were there any empty seats in the bus?
a) No, there were not. b) Yes, there were a lot. c) Yes, there were two.
- 10 Did Mary and Jane get seats?
a) No, they did not. b) Yes, they did.

Exercise 2

Write this story. Choose the right words each time:

Miss Miller always went to the (*bus stop/market*) in the bus. It was always full, (*and/but*) Miss Miller (*always/never*) had to stand in it. There (*weren't any/were four*) people in one house in Miss Miller's street, but then a family came there. Miss Miller visited the house (*and/so*) she went to the (*church/market*) on Friday. The name of the woman in the house was (*Jane Miller/Mary Adams*). She (*did not have/had*) children, (*and/but she had*) a cat.

UNIT 14

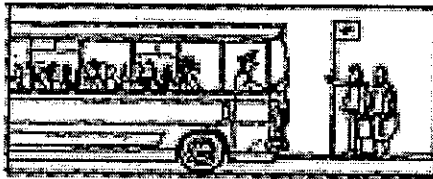
She (*did not want/wanted*) to go to the market, so the two women went (*for a walk/to the bus stop*). They got into a bus. There (*were a lot of/weren't any*) empty seats, (*and/but*) Jane and Mary (*did not get any/got two*).

Exercise 3

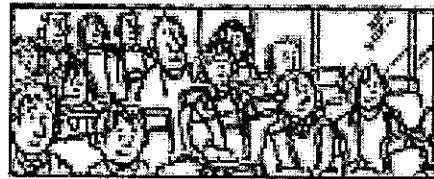
When the subject of one of the forms of the verb *to be* is indefinite (i.e. when it has *a, an* or *some*, and not *the*), we usually have this order: *There is/are + a/an/some + subject + adverb (phrase)* (e.g. "There is a bus at 12 o'clock." "There are some flowers in Mary's garden.").

But we use *he/she/it is* when we are referring to a person, animal or thing which has recently been mentioned (e.g. "The bus is coming. It is late."); and we use *they are* when we are referring to more than one person, animal or thing when they have recently been mentioned (e.g. "Jane has flowers in her garden. They are pretty."):

Put *he is, she is, it is, there is, there are* or *they are* in the empty places:



1 . . . a bus at ten o'clock.
. . . always full.



2 . . . a lot of people in the
bus. . . young.



3 . . . a man in the front
seat. . . handsome.



4 . . . a little girl in the next
seat. . . very pretty.