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Ministerul Educației și Cercetării

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LIMBA MODERNĂ 1
ENGLEZĂ

Trunchi comun (TC), 2h/săptămână și curriculum de specialitate (CS) 1h/săptămână, pentru filiera teoretică, profilul umanist, specializarea științe sociale și specializarea filologie – clasa a IX-a

Booklet

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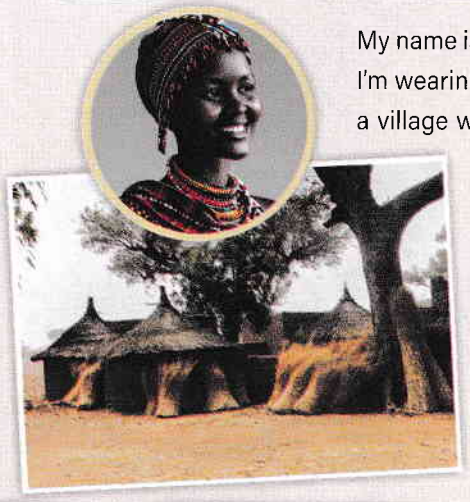
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Teen routines across the world

1. Read the title and look at the pictures. Discuss the questions with a partner.

▪ Where do you think these teens live? ▪ What do you think their daily routines look like?

2. Read the text quickly and check your answers.



My name is Lankenua and I live in Kenya. I am from the Maasai tribe, and in this picture, I'm wearing our traditional beaded jewellery. Isn't it beautiful? My family lives in a *kraal*, a village where the huts are arranged in a circle. It is surrounded by a fence made of branches, because lions often attack our animals. When I'm at home, I help the women in the village milk the cattle, fetch water, and collect firewood.

My name means 'lucky' in Maasai, and I really am very lucky, since I can go to school. Maasai girls rarely do. School is very far from my village, so I live there during the school term. We usually have classes until mid-afternoon, then students take turns helping with the kitchen and cleaning chores. I miss my family, but each day at school brings me closer to my goal: becoming a doctor.



My name is Hikaru and every day, after school, I train to become a Kabuki actor. Kabuki is a traditional form of Japanese theatre, hundreds of years old. The plays last for hours and the actors, all male, dance, sing, mime, and play instruments on stage. They all wear make-up and masks and have beautiful costumes.

I come from a family of Kabuki actors, so my grandfather is teaching me the essentials. I practise traditional dancing and playing a musical instrument (the *shamisen*). It is also very important for an actor to speak clearly and to have good pronunciation.

In the picture, I'm wearing make-up and my warrior costume. It makes me look a lot older, doesn't it? You can't see it, but I'm holding a sword, too. Fighting scenes are my favourite; you have to jump, kick, and spin!



I'm Maddie and I'm Canadian. This year, however, I'm going to study in the UK, Brazil, Ghana, and India. Sounds amazing, right? That's because I attend THINK Global School, the world's first travelling high school for students in grades 10-12. It is based in New York, but we're never there.

In fact, every three months, we're in a different country. We get to experience various cultures, meet new people, discover new languages... the whole world is our classroom! There are 15 of us in each grade level, and we all come from different countries. The main language of instruction is English, and our teachers are always there to advise and mentor us. We sometimes get homesick, of course, but our families can always visit when we're abroad.

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3. **Read the text again and write who (Lankenua, Hikaru, or Maddie):**

a. ..... has classmates from all over the world.
b. ..... lives in a village.
c. ..... travels abroad for school.
d. ..... loves jumping, kicking, and spinning.
e. ..... wants to become a doctor.
f. ..... plays a musical instrument.

4. **Find in the text words that have the following meaning:**

a. things that are absolutely necessary
essentials
b. decorated or covered with beads
c. to go and get something or someone and bring them back
d. a small, simple, single-storey house or shelter
e. teaching; education
f. relating to men or boys
g. use only gesture and movement to act out (a play or role)
h. a group of people with the same language, culture, religion, etc., living in a particular area

READING TIP

- **Look for context clues to understand what a new word means.**
- **Use the information provided by the text to guess its meaning.**

For example, the word "homesick"; you may not *know* what it means, but you can *deduce* that it refers to missing home by checking the context – (Maddie lives abroad most of the year) and the structure of the word (*home* + *sick*).

5. **Decide if these statements are true or false. Correct where needed.**

a. Traditional Maasai jewellery is made of gold. *False*
b. All Kabuki actors are male.
c. All students of THINK Global School come from New York.
d. Lankenua goes to a school in her village.
e. Maddie can see her family when she's travelling with her school.
f. There is no talking in traditional Japanese theatre.

6. **In pairs, answer the questions.**

- Who are the Maasai?
- What is a *kraal*?
- Why do the villagers build a fence around it?
- Why does Lankenua consider herself lucky?
- What is Kabuki?
- What do Kabuki actors have to study?
- What are some of the benefits of attending THINK Global School?

7. a. **Listen to Albert talking about his activities. What is Albert's connection to the people in exercise 2?**

b. **Listen again. Which of these activities are *not* mentioned?**

- [ ] visit to the wildlife sanctuary
- [ ] mentoring session
- [ ] visit an amusement park
- [ ] going to the festival of colours
- [ ] work on science projects
- [ ] visit to the National Crafts Museum
- [x] go to the mall

8. **Discuss these questions with a partner.**

- Which of the teen routines in exercise 2 do you find unusual?
- Is there one you would like to try yourself?
- What are some of your routines?

ENGLISH, PLEASE!

9. **Go to page 187 and read the article. Work in pairs.**

a. Identify the key points (names, school they go to, etc.) and use them to write a short summary in English.
b. Create a three-set Venn diagram to show the similarities and the differences between Denisa and Daniela's, Lankenua's and Maddie's lives / routines. Include their age, type of school they go to, language of instruction, challenges, goals, etc.

► **Digital Tools:** Google Slides / Bookcreator

* **10.** **Imagine that you are, for a day, a student at Maddie's international school. Write a diary entry about your experience – what you saw, what you felt and thought. Use the information in exercises 2 and 7 and your own ideas.**

** Curriculum de specialitate*

Free-time activities & hobbies

















1. **Look at the pictures. Discuss the questions with a partner.**

- What are the people in the pictures doing?
- Do you do any of these activities?

2. **Complete each activity with *go, play, do, make*. Match the activities to the pictures.**

a. *play* in a band
b. ..... hiking
c. ..... craftwork
d. ..... vlogs
e. ..... basketball
f. ..... karate
g. ..... cookies
h. ..... fishing

Phrasal verbs for free-time activities / hobbies

3. **Match the verbs to the meanings.**

1. hang out (with)
2. get together
3. be into
4. take up
5. keep up
6. sign up (for)
7. have a go at
8. take part (in)

a. to be interested in something
b. to continue to do something
c. to meet
d. to participate
e. to register for something
f. to spend time with someone
g. to start
h. to try

VERB ZONE

▶ **phrasal verbs** consist of a verb followed by a particle (a preposition or an adverb), or sometimes two; they have a different meaning from the original verb

▶ with **separable phrasal verbs**, the verb and the particle can be split by a direct object; pronouns always come between the verb and the particle, but nouns may go at the end

They picked me up from school.
Put on your coat. / Put your coat on.

▶ some phrasal verbs are **non-separable**

She gets along with her neighbours.
I look after my pets.

4. **Complete the sentences using the phrasal verbs in exercise 3.**

a. Are you going to ..... for piano lessons this year?
b. I ..... really ..... detective stories; they're my favourite.
c. Can I ..... at decorating the Christmas cookies?
d. I usually ..... with my friends after school.
e. You're doing great. ..... it .....!
f. Let's ..... knitting; winter is coming.

5. **Work in pairs. Ask and answer questions about free-time activities using the phrasal verbs in exercise 3.**

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Adjectives ending in *-ed* / *-ing*

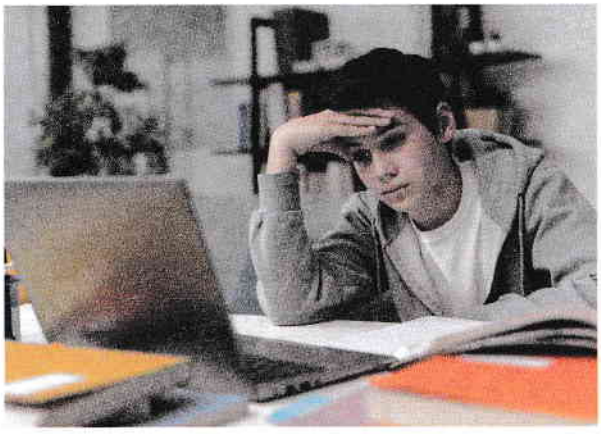
6. **Hugh doesn't really like summer camp activities. Read his notes and choose the correct adjective.**



7. **Complete the sentences in the *Word Zone* with *-ed* and *-ing*.**

WORD ZONE

- **Adjectives ending in ..... show how someone feels about something; they generally describe feelings or emotions.**
  I am interest... in reading this book.
- **Adjectives ending in ..... describe the characteristic of a noun or a pronoun.**
  This book is very interest... .



8. **Choose the correct adjective pairs to complete the sentences.**

a. These recipe instructions are ..... . I'm trying to bake a cake, but I'm ..... .
1. confusing / confused
2. confused / confusing
3. confusing / confusing

b. I love this song, but the lyrics are so ..... . They're making me feel ..... .
1. depressed / depressing
2. depressed / depressed
3. depressing / depressed

c. Nothing to feel ..... about! I have some ..... stories of my own.
1. embarrassing / embarrassing
2. embarrassing / embarrassed
3. embarrassed / embarrassing

d. What an ..... story idea! I'm always ..... by your creativity.
1. amazed / amazing
2. amazing / amazed
3. amazed / amazed

e. This was a very ... experience. I'm ..... with my decision to spend a year abroad.
1. satisfied / satisfying
2. satisfying / satisfying
3. satisfying / satisfied

PLAY TIME

Teenage hobby jar

Students write 2-3 hobbies they enjoy on slips of paper, anonymously, and place them in a jar. Then, they each draw a slip of paper randomly, read it aloud, and try to guess who the author is.

REVIEW! **Present simple & Present continuous**

1. Read the sentences and choose the correct form of the verbs.

1. Something *smells / is smelling* good in the kitchen.
2. Your grades *get / are getting* better and better.
3. At the moment, he *studies / is studying* archaeology at the university.
4. Water *freezes / is freezing* at 0°C or 32 degrees Fahrenheit.
5. The baby *sleeps / is sleeping* now, you can rest.
6. We *read / are reading* our books every evening.
7. They *have / are having* lunch together twice a week.
8. I *doubt / am doubting* this is the correct answer.
9. *Does* he *own / is* he *owning* a farm?
10. The Sun *sets / is setting* now, let's go home.

2. Look at the *Grammar Panel* and complete B-F using: activities which are happening at the moment of speaking ▪ temporary situations ▪ situations which are slowly changing or evolving ▪ opinions, states, feelings and emotions (with 'state' verbs) ▪ present habits / routines.

PRESENT SIMPLE & PRESENT CONTINUOUS

► We use the **Present Simple**:

A. to talk about ..... .
The planets revolve around the Sun.
Her parents live in Denmark.

B. to talk about ..... .
John walks to his office every morning.

C. to express ..... .
I believe this is the right way.

Time expressions: always, sometimes, often, rarely, never, every day / week / month / year, twice a day / week, on Fridays, at weekends, etc.

► We use the **Present Continuous**:

D. to talk about ..... .
I am reading my book now, be quiet!

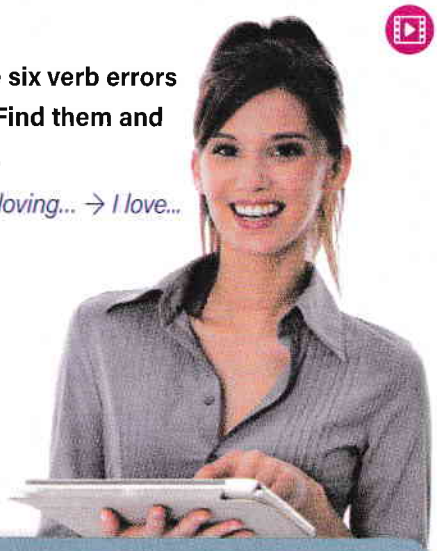
E. to talk about ..... .
They are living with friends at the moment.

F. to talk about ..... .
His cooking is improving.

Time expressions: now, at the moment, etc.

3. There are six verb errors in the email. Find them and correct them.

Example: I'm loving... → I love...



New message

From: CatieCate@myemail.com

To: BenBen15@myemail.com

Subject: holidays

Hi, Ben!

I'm loving your family's holiday cottage, thanks for the pictures👍😍. Are you going there often?

We usually spend summers with my grandparents, but this year we take a trip to Paris - my sister lives there for the moment.

You're knowing me, I hate big cities, but here's the good news: Disneyland Paris. I am never going to theme parks, but they have an Indiana Jones ride! I'm so excited! Jealous yet? 😛

Love,
Cate

Send

VERB ZONE

▪ Remember!

'State' verbs relate to thoughts / opinions *(know, believe, remember, agree, understand)*; emotions / feelings *(hate, love, like, want, wish)*; senses / perceptions *(smell, taste, seem, appear)*; possession *(own, have, belong)*.

They are generally used in the present simple form.

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4. **Ask and answer questions with a partner.**



Expressing preferences: *prefer, would rather, would sooner*

5. **Read the *Grammar Panel* and choose the correct option to complete the sentences.**

PREFER

We use 'prefer' to express liking or choosing one thing over another. It can be followed by:

- **a noun / pronoun**
  I prefer ice cream (to cake).
- **an -ing verb**
  We prefer walking (to riding the bike).
- **an infinitive (to + verb)**
  She prefers to read (rather than watch TV).

a. They prefer playing video games ..... watching TV.
1. than **2.** to **3.** rather

b. She prefers ..... rather than ..... on stage.
1. dancing / to sing **2.** dance / singing
3. to dance / sing

c. I love having lunch with friends, but I prefer ..... it myself.
1. cook **2.** to cook **3.** cooking

d. I prefer you ..... the other candidates because of your previous experience.
1. for **2.** to **3.** than

e. We all like to walk in the park, but Joe prefers ..... his bike.
1. to ride **2.** to riding **3.** ride



6. **Read the *Grammar Panel* and complete the sentences using the correct form of the verb.**

WOULD RATHER / SOONER

We use '**would rather / would sooner**' to show a specific preference for one action over another.
Followed by:

short infinitive (without *to*)

*I **would rather / sooner** have a walk (than stay inside).*
- Short form

*He'**d rather** order some pizza (than cook).*
*We'**d sooner** take the bus.*
- Negative form

*They'**d rather / sooner not** talk about their family.*
- Question

***Would** you **rather / sooner** stay home?*
- Short answer

Would you like to try again?
*(Thanks, but) **I'd rather / sooner not.***

different subject + past simple (to express a preference regarding other people, *now* or in the *future*)

*I **would rather / sooner** you talked to her today.*
- Short form

*He'**d rather** you came tomorrow.*
*She'**d sooner** we went by car.*
- Negative form

*They'**d rather / sooner** he **didn't** travel alone.*
- Question

***Would** you **rather / sooner** they stayed here?*
- Short answer

Would you rather I tried again?
***I'd rather / sooner** you didn't.*

a. I would rather they ..... so loudly.
1. not talk **2.** don't talk **3.** didn't talk

b. Where would you rather ..... right now?
1. to be **2.** be **3.** were

c. They'd sooner ..... than walk in the rain.
1. drive **2.** drove **3.** to drive

d. We'd rather you ..... a different destination.
1. chose **2.** choose **3.** choosing

e. Would you like me to come over? I'd rather ..... .
1. not **2.** you don't **3.** you didn't

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7. **Complete the sentences using the words in brackets. Make the necessary changes.**

a. Would ..... a movie or listen to some music? (*rather / you / watch*)
b. Pizza sounds nice, but I'd ..... pasta tonight. (*sooner / we / have*)
c. She'd ..... the others. (*rather / you / not / tell*)
d. I'd ..... alone than with a group. (*sooner / study*)
e. Would you like them to call you? Thanks, but I'd ..... (*rather / they / not*)
f. They'd ..... any guests. (*rather / we / not / bring*)

8. **Complete the sentences using *prefer* or *would rather / sooner*.**

a. They ..... to study in the library.
b. I ..... not wake up so early in the morning.
c. John ..... you stayed with me today.
d. I ..... vanilla to chocolate.
e. You ..... go on your own.
f. We ..... going out to staying inside.
g. Sue and Mike ..... to work from home.
h. I ..... they didn't sell the house.

9. **Rewrite the sentences using *prefer* or *would rather / sooner*.**

a. I like milkshake more than juice.
b. Please put the pencil back.
c. She doesn't want us to look for a second job.
d. I think going to a museum is better than watching a documentary.
e. He wants us to study instead of scrolling through social media.
f. We like travelling by plane when going abroad.

*** 10.** ***A letter to my future self***

Make a list of your likes and dislikes, referring to aspects of teen culture such as daily routines, hobbies, social media, music, etc.

Use it to write a self-addressed letter. You can add emojis and gifs if you choose a digital format. Include at least 3 phrasal verbs related to free-time activities (see *Vocabulary* exercise 3) and use different *prefer / would rather / would sooner* structures (affirmative, negative, different subject, etc.).

Dear future me,

Do you remember being 15? I guess not – I sometimes forget what it was like to be 14...

I hope, at least, you still prefer comfy clothes to that fancy stuff mum keeps buying – although I'd rather she didn't!!! 🙄 Anyway, just in case... here's 9th grade me.

I go to a new school, which is great, but I'd sooner...

* *Curriculum de specialitate*

Expressing likes & dislikes / preference

EXPRESS YOURSELF!

EXPRESSING LIKES	EXPRESSING DISLIKES	ASKING ABOUT PREFERENCES	EXPRESSING PREFERENCE	EXPRESSING INDIFFERENCE
▪ *I like ...*	▪ *I don't like ...*	▪ *Do you prefer ...?*	▪ *I prefer milk to juice*	▪ *I think (both) ... is (are) all right*
▪ *I enjoy ...*	▪ *I dislike ...*	▪ *Which do you like better ...?*	▪ *I like milk better than juice*	▪ *I don't mind*
▪ *I love ...*	▪ *I hate ...*	▪ *Which do you prefer ...?*	▪ *I'd prefer to stay*	▪ *I don't care (either way)*
▪ *I'm keen on ...*	▪ *I'm not keen on ...*	▪ *Would you rather ...?*	▪ *I'd rather stay home than go out*	▪ *It's all the same to me*
▪ *I fancy ...*	▪ *I don't fancy ...*	▪ *Would you prefer ...?*	▪ *I would rather leave*	▪ *It doesn't matter to / bother me*
▪ *I'm a fan of ...*	▪ *I can't stand ...*			
▪ *I'm into ...*				
▪ *I'm crazy about ...*				

1 **Work in pairs. Use the expressions in the panel to discuss the pictures.**

Do you like designing clothes?

I love it! I enjoy tailoring and sewing too!

A





B





C





D



