

Ministerul Educației



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Limba modernă 1

Engleză
studiu intensiv

Clasa a V-a



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Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2022 – 2023.

Inspectoratul Școlar

Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				format tipărit		format digital	
				la primire	la predare	la primire	la predare
1							
2							
3							
4							

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: **nou, bun, îngrijit, neîngrijit, deteriorat.**

- Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
- Elevii nu vor face niciun fel de însemnări pe manual.

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Foreword

Cambridge uses cutting-edge language and pedagogy research to create innovative materials that teachers and students will love. Discovery Education™ videos inspire students and enhance their language learning.

It is the first time that Cambridge University Press has designed a course specifically for Romanian schools.

English and Romanian teachers have created, through *Limba modernă 1 – studiu intensiv. Engleză. Clasa a V-a*, a textbook that follows the Romanian Curriculum step by step, offering:

- high-interest video from Discovery Education™ and stimulating global topics that spark curiosity and engage and motivate teenage learners;
- a careful progression of personalised language building activities that leads to greater spoken and written fluency;
- flexible teaching support for mixed-ability classes that includes graded tests and extra practice activities.

Unit tour **Limba modernă 1. Engleză – studiu intensiv. Clasa a V-a**



The Student's book has two versions:
Student's Book – printed version

+

Student's Book – digital version
 (includes, apart from the information from the printed version, over 200 AMII – multimedia interactive learning activities)

The Student's book contains:

A *Starter section* to revise basic grammar and vocabulary + 8 Units + Extras

Each unit has the following structure:

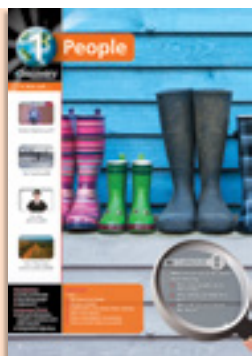
Vocabulary + Reading + Language focus 1 + Listening and vocabulary + Language focus 2 + Discover culture + Speaking + Writing + Extras

There is a *Review* and an *Evaluation test* after every two units and also a *Final evaluation test*.

Extras: Grammar reference, Vocabulary bank, Groupwork, Writing bank, CLIL, Holidays, Let's have fun!, Projects, Wordlist, Phonemic script

Unit opener

Each unit starts with an impactful image designed to spark curiosity and discussion, and introduce the unit topic. Vocabulary, grammar and unit aims are clearly identified so that students and teachers can easily follow the syllabus progression and record achievement.



Vocabulary section focuses on a listen, check and repeat task through which students can hear how the target vocabulary is pronounced and practise it themselves.

Reading section features a reading text which provides a natural context for the new grammar. All reading texts are recorded.



Language Focus 1 and 2 sections highlight examples that are contextualised in the preceding reading and listening passages. Many of the Language Focus pages include a *Get it Right* feature and a *Say it Right* feature.

Listening and Vocabulary section provides a natural context for the new grammar and vocabulary items.



Discover culture section expands on the unit topic and provides a motivating insight into a variety of cultures around the world.



Speaking section provides a progression of easy-to-follow activities which guide students towards written and spoken fluency.



Writing section includes a model text from the featured genre and follow a *Process Writing* methodology.



Review section provides two pages of exercises which are grouped under Vocabulary and Language focus. They come after every two units.

Manualul are două versiuni:

Varianta tipărită

+

Varianta digitală

(include, pe lângă informațiile din varianta printată, peste 200 AMII – activități multimedia interactive de învățare)

Manualul cuprinde:

O secțiune introductivă de recapitulare a noțiunilor gramaticale și lexicale de bază + 8 Unități de învățare + Anexe

Fiecare unitate are următoarea structură:

Vocabular + Lectură + Gramatică 1 + Ascultare și vocabular + Gramatică 2 + Comunicare + Redactare + Anexe

Există un test de evaluare la fiecare două unități și o testare finală.

Anexe: *Gramatică, Vocabular, Activitate de grup, Redactare, CLIL, Sărbători, Divertisment, Proiecte, Listă de cuvinte, Tabel fonetic*

Instrucțiuni de utilizare a manualului digital

Activitățile multimedia interactive de învățare sunt de trei feluri și sunt simbolizate pe parcursul manualului astfel:



Static AMII – listening and studying an image/Activitate statică, de ascultare și observare a unei imagini



Animated AMII – film and animation/Activitate animată (film/animație)



Interactive AMII – exercise with immediate feedback after solving/Activitate interactivă, de tip exercițiu, cu feedback imediat în urma rezolvării

Alte butoane folosite în varianta digitală:



Butonul CUPRINS



Butonul ECRAN COMPLET



Mod de afișare 2 pagini (tip carte)



Mod de afișare pagină lată (pagină sub pagină)



Mod de afișare digital responsive



Mod de afișare comutare automată



Butonul NOTIȚE



Secțiunea AJUTOR



Navigare către pagina precedentă



Navigare către pagina următoare

Evaluation test

section contains two pages in which the students' knowledge is examined to determine what they have learned after every two units.



Grammar reference

section provides more detailed examples and explanations, plus additional practice exercises.



Vocabulary bank

section contains all the new vocabulary from each unit. Activities revise and consolidate the language.



Portfolio

section contains projects to be done step-by-step. It is related to the topic of the corresponding lessons in the unit.



CLIL section gives students the opportunity to study other subjects through the medium of English. Each CLIL lesson is linked to the topic of the corresponding unit.



Festivals section contains exercises and texts describing holidays and traditions in some English-speaking countries compared to Romania.



Reading for pleasure section focuses on the world of literature.



Projects section provides eight optional projects in which students are given a clear model to guide them.

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General and specific competences from the curriculum explored in the units

- Understand oral messages in different communication situations
 - Identify essential information from short oral fragments related to predictable everyday situations, when the utterances are clear and slow-paced
 - Identify the general meaning of real-time oral messages, when the utterances are clear and slow-paced
 - Identify the meaning of plain and clearly articulated oral exchanges, when the interlocutor provides assistance in order to facilitate comprehension
 - Engage with the recognition and use of specific cultural and social elements
 - Speak in different communication situations
 - Give a short presentation based on images of regular/familiar contexts
 - Give a simple presentation on a person/character
 - Give suitable answers in certain contexts using simple conversational formulas (greetings, introductions, thanks, instructions)
 - Participate in short oral interactions with the support of the others speakers
 - Show willingness to participate in a dialogue
 - Understand written messages in different communication situations
 - Identify information from panels and signs displayed in public places for navigational purposes
 - Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
 - Identify detailed information from different text types
 - Show curiosity for guided reading
 - Write messages in everyday communication situations
 - Write short, simple messages in contexts for immediate communication
 - Present an activity in written form, using linking devices (*and, but, because*)
 - Write simple, short texts on familiar topics

Competențele generale și specifice din programa școlară, urmărite în fiecare unitate de învățare

- Receptarea de mesaje orale în diverse situații de comunicare
 - Identificarea informațiilor esențiale din fragmente scurte orale, referitoare la aspecte cotidiene previzibile, atunci când se vorbește rar și clar
 - Identificarea semnificației generale a mesajelor orale curente, clar și rar articulate
 - Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
 - Implicarea în recunoașterea și utilizarea unor elemente specifice de cultură și civilizație
- Exprimarea orală în diverse situații de comunicare
 - Realizarea unei expuneri scurte, exersate, pe baza unor imagini în contexte uzuale/familiale
 - Prezentarea simplă a unei persoane/a unui personaj
 - Oferirea de răspunsuri adecvate unor contexte folosind formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
 - Participarea la scurte interacțiuni verbale cu sprijin din partea interlocutorilor
 - Manifestarea implicării pentru participarea la dialog
- Receptarea de mesaje scrise în diverse situații de comunicare
 - Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării
 - Extragerea informațiilor dintr-un text clar structurat (articole de ziar/digitale simple, broșuri), în care numerele și numele joacă un rol important
 - Identificarea unor informații de detaliu din diferite documente
 - Manifestarea curiozității pentru lectură de orientare
- Redactarea de mesaje în diverse situații de comunicare
 - Redactarea de mesaje simple și scurte în contexte de necesitate imediată
 - Prezentarea unei activități în scris, utilizând cuvinte de legătură („și”, „dar”, „pentru că”)
 - Redactarea de texte scurte simple pe subiecte familiare
 - Manifestarea disponibilității pentru schimbul de mesaje scrise simple

Starter Unit

Greetings

- 1 Complete the conversation with the phrases below.

What's your name? Hi!
Nice to meet you I'm

Jane: 1
Mark: Hello.
Jane: 2
Mark: I'm Mark. What's your name?
Jane: 3 Jane.
Mark: 4, Jane.
Jane: Nice to meet you, too!

- 2 Listen, check, and repeat the conversation in pairs.

The alphabet

- 3 Listen and repeat.

A B C D E F G
H I J K L M N
O P Q R S T U
V W X Y Z

- 4 Work in small groups. Ask and answer the question and write the answers.

How do you spell your name?

M-A-R-I-A

Numbers

- 5 Write the calculations as words.

a *one + eight = nine*

a) $1 + 8 =$ d) $7 - 3 =$

b) $4 + 6 =$ e) $9 \times 2 =$

c) $8 - 5 =$ f) $10 \div 5 =$

- 6 Listen and check.

- 7 Put the numbers in order from low to high.

- 8 Listen and check.

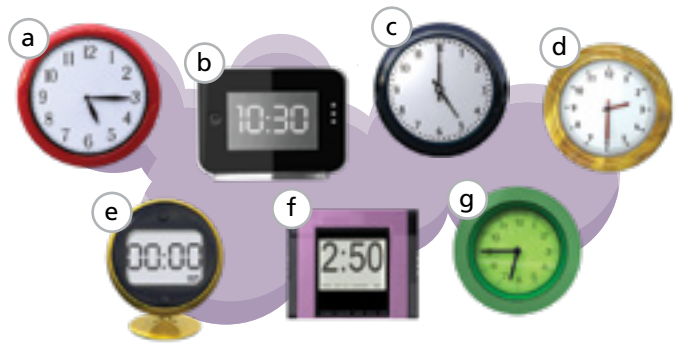
- 9 Work with a partner. Ask and answer *How old are you?*

How old are you?

I'm How old are you?

Time

- 10 Match the times with the clocks.



- 1 Midnight 5 Five o'clock
2 A quarter past five 6 A quarter to seven
3 Ten to three 7 Half past two
4 Half past ten

Your turn

- 11 Ask and answer with your partner.

- 1 What time is it now?
2 What time is your English lesson?
3 What time is your first lesson in the morning?
4 What time is your last lesson in the afternoon?

Prepositions of place

1 Match the prepositions and phrases with the pictures.

behind in in front of
between next to on

1 *between*



Classroom objects

2 Find the words in the box in the picture.

bag board books bookshelf desk
dictionary laptop notebook pen
pencil pencil sharpener rubber ruler



3 Write questions and answers about the picture in Exercise 2.

1 *Where's the notebook?*

It's on the desk.

- | | |
|----------------|----------|
| 1 notebook | 5 books |
| 2 white rubber | 6 laptop |
| 3 red pencil | 7 bag |
| 4 board | |

Your turn

4 Work with a partner. Look round your classroom. Ask and answer questions about where classroom objects are.

Where's the board?

It's behind the teacher.

this, that, these and those

5 Look at the pictures. Complete the sentences with *this, that, these* or *those*.



1 *That* is my mum.



2 are my books.



3 are my blue shoes.



4 is my pencil.

Possessive adjectives and possessive pronouns

1 Complete the table with the correct words.

subject pronouns	possessive adjectives	possessive pronouns
I	my	mine
....	your	yours
he	his	his
....	her	hers
it	its	–
we	our
you	yours
....	their	theirs

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2 🗑️ Circle the correct words.

- He / It is I / my ruler. He's / It's blue.
- It's her / she laptop. She's / It's new.
- That's not you / your phone. It's my / mine.
- They / Their are we / our books.
- It isn't him / his brother. It's her / hers.
- That is they / their dictionary.
- You're / Your my friend.

Personal possessions and adjectives

3 Match the pictures with the words in the box.

a nice car a new skateboard a small bike
a big bike an expensive computer
an old mobile phone

1 *an expensive computer*



Possessive 's

Use a name or a noun + 's to show possession.
My brother's laptop.

➔ Grammar reference • page 118

4 🗑️ Write sentences with the possessive 's.

1 *My sister's bike is new.*



1 My / sister / bike / is / new.



2 Jake / computer / is / great!



3 My / mum / car / is / small.



4 My / brother / skateboard / is / old.



5 Kate / new / book / is / big.

Subject pronouns and *be*: affirmative, negative and questions

1 Complete the tables with the correct forms of the verb *be*.

	+	-	
I	am	'm not	12.
He/She/It	....	isn't	
We/You/They	are	aren't	

?		+	-	
....	I	12?	Yes, I am.	No, I'm not.
Is	he/she/it		Yes, he/she/it is.	No, he/she/it isn't.
....	we/you/they		Yes, we/you/they are.	No, we/you/they aren't.

➔ Grammar reference • page 119

2 Complete the sentences with the correct form of the verb *be*.

1 *'m*

- I Paul.
- She Sara.
- We friends.
- You Tim.
- They Pete and Suzie.
- He a teacher.
- You the students in my class.
- It a dictionary.

3 Make the sentences in Exercise 2 negative.

1 *I'm not Paul.*

4 Write questions with *be*.

1 *Are you David?*

- you / David?
- we / in English class?
- it / cold today?
- the school / big?
- you / eleven?
- the teachers / children?

Your turn

5 Work with a partner. Ask and answer the questions in Exercise 4.

Are you David?

No, I'm not. I'm John.

Days of the week

6 🎧 Put the days of the week in the correct order. Listen and check.

Friday Monday Saturday Sunday
Thursday Tuesday Wednesday

Months and dates

7 🎧 Complete the months with the missing letters. Listen, check and repeat.

J _ n _ _ ry J _ ly
F _ bru _ ry A _ g _ st
M _ rch S _ pt _ mb _ r
Apr _ l Oct _ b _ r
M _ y N _ v _ mb _ r
J _ ne D _ c _ mb _ r

Ordinal numbers

We usually form ordinal numbers by adding *-th* to cardinal numbers.

one – first two – second three – third

four – fourth

First, second and third are irregular forms.

➔ Grammar reference • page 119

8 🎧 Match the dates. Listen and check.

1 *c*

- | | |
|---------|---------------|
| 1 24/7 | A January 24 |
| 2 1/5 | B September 1 |
| 3 1/9 | C July 24 |
| 4 24/1 | D March 8 |
| 5 17/8 | E May 1 |
| 6 17/12 | F February 12 |
| 7 8/3 | G December 17 |
| 8 12/2 | H August 17 |

Your turn

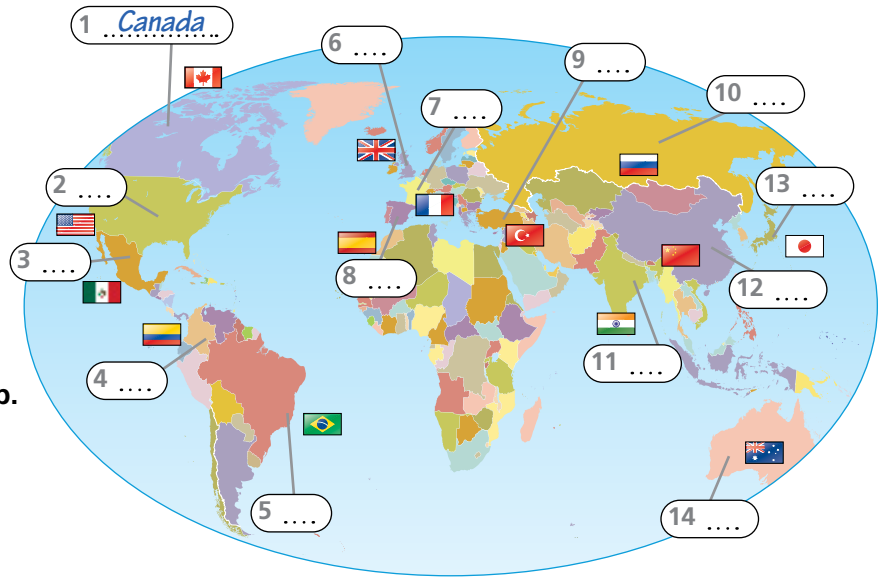
9 Ask and answer the questions with your partner, following the example.

- What's the date today?
- What month is it?
- When's your birthday?
- When are your parents' birthdays?

What's the date today?

It's the first of September.

Countries, nationalities and languages



1 🗺️ Label the countries on the map.

Australia Brazil the UK
 Canada China Colombia
 France India Japan Mexico
 Russia Spain Turkey the USA

2 🗣️ Listen, check and repeat.

3 🗺️ Complete the table with the correct nationalities.

Country	Nationality	Country	Nationality
America	American	Russia	4
Australia	Australian	UK	British
Brazil	1	Turkey	Turkish
Canada	Canadian	Spain	5
Colombia	2	China	Chinese
India	3	Japan	6
Mexico	Mexican	France	French

4 🗣️ Listen, check and repeat.

5 Write sentences about the people below.

- 1 *Yuki's from Japan. She's Japanese.*
- 2 *Michel and Nicole are from France. They're French.*
- 1 Yuki ... Japan
- 2 Michel and Nicole ... France
- 3 Sarah ... Australia
- 4 Li Ping ... China
- 5 Vlad and Oksana ... Russia
- 6 Raj and Sanjeet ... India
- 7 Harry ... America
- 8 Leticia and Pedro ... Mexico

6 💬 Where are you from? Ask and answer with your partner.

7 Do the quiz.



1 What nationality is Harry Styles?



2 What country is this from?

3 What are the two official languages of Canada?



4 Where is this city?

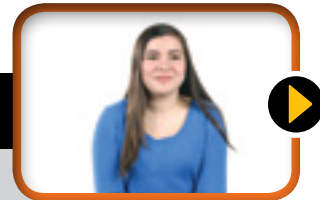


5 What language is this?

6 Where is Beijing?

8 Compare your answers with your partner.

Speaking Asking for clarification



Real Talk: What's your name? Where are you from?



Name	Nationality	Parents' nationality
Rachel	British	British
Binnie	British	British
Steven	....	Mum: Dad: Israeli
Emily	....	Mum: American Dad:
Courtney	....	Mum: Dad:
Freddie	....	Mum: Dad: English

- 1 Watch the teenagers in the video. Complete the chart on the right.
- 2 What's *your* name? Where are *you* from?

- 3 Listen to the conversation. When is Janek's birthday?

Useful language

So, your name is (Janek),
is that right?
Yes, that's right.
How do you spell that?

Sorry,
Can you repeat that please?
Of course.

- 4 Look at the *Useful language* box and complete the conversation.

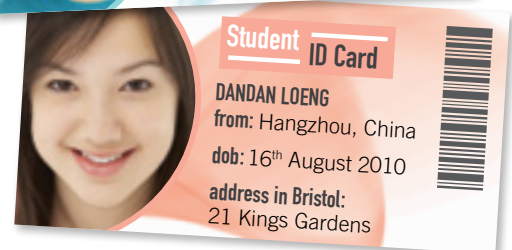
repeat right course Sorry spell

1 right

Teacher: So, your first name is **Janek** and your surname is **Czerwinski**, is that ¹....?
Janek: Yes, that's right.
Teacher: How do you ².... that?
Janek: It's **C Z E R W I N S K I**.
Teacher: OK, thanks. And where are you from?
Janek: **Katowice**, in **Poland**. That's **K A T O W I C E**.
Teacher: And what's your date of birth?
Janek: **12th April 2010**.
Teacher: ³...., can you ⁴.... that please?
Janek: Yes, of ⁵.... It's **12th April 2010**.
Teacher: Thanks. And what's your address here in Bristol?
Janek: **24 Walton Street**.

- 5 Listen, check and practise the conversation with your partner.

- 6 Change the words in bold in the conversation in Exercise 4. Use the information on the cards. Practise the conversation.





People



In this unit ...



Robot fighters p17



My family p20



On the phone p22



CLIL The land down under p160



BE CURIOUS



What can you see in the photo?

Start thinking

- How many people are in this family?
- How old do you think they are?
- When do you wear boots like these?

Vocabulary

- Family and friends
- Describing people
- Adjectives 1

Language focus

- *have got* affirmative, negative, questions and short answers
- Comparative adjectives

Unit aims

I can ...

- talk about my family.
- compare people.
- understand a text about other cultures.
- talk on the phone.
- write a description of someone.
- write an email about my school.