

# Limba modernă 1 Limba engleză



Clasa a V-a

Sandy Zervas, Catherine Bright, Jayne Croxford, Graham Fruen

Excellent  
English  
Education



<b>GET STARTED</b>			
<b>0.1 HOW DO YOU SPELL THAT?</b> The alphabet; spelling words/names; simple introductions <i>Hello!</i> pp. 10–11 <b>0.2 NUMBERS AND COLOURS</b> Numbers 0–100; articles <i>a/an, the</i> ; colours pp. 12–13			
<b>UNIT/TOPIC COMPETENCES</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>GRAMMAR</b>
<b>1 FAMILY AND FRIENDS</b> Personal profile Interpersonal relationships 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 3.2, 3.3 / 4.1, 4.2, 4.3	Family Possessive 's  pp. 18–19	to be affirmative and negative Get Grammar! <i>It's Granny's birthday!</i>  pp. 20–21	to be questions and short answers Get Grammar!  pp. 22–23
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 27</b>			
<b>2 IN THE HOUSE</b> My world 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3	Rooms and things in the house  pp. 28–29	there is / there are affirmative  Get Grammar! Prepositions of place <b>Pronunciation:</b> /i/, /i:/ <i>There's a phone on the sofa!</i>  pp. 30–31	there is / there are negative, questions and short answers Get Grammar!  pp. 32–33
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 37</b>			
<b>CULTURE</b>			
Houses in the UK Hampton Court Palace <b>Project:</b> A digital presentation <i>Houses in my area</i> pp. 38–39			
<b>3 ABOUT ME</b> People • Characters World and tales • Books 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3	Face, eyes and hair Possessive 's  pp. 40–41	have got affirmative and negative Get Grammar! <b>Vocabulary:</b> Parts of the body <i>I haven't got big feet!</i>  pp. 42–43	have got questions and short answers Get Grammar! Possessive adjectives <b>Pronunciation:</b> /h/ pp. 44–45
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 49</b>			
<b>4 THINGS I CAN DO</b> Spare time 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3	Action verbs  pp. 50–51	can (ability) affirmative and negative Get Grammar! <b>Vocabulary:</b> Collocations with <i>make, play, ride</i> <b>Pronunciation:</b> /æ/, /ɑ:/ <i>I can fix it!</i>  pp. 52–53	can (ability) questions and short answers Get Grammar!  pp. 54–55
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 59</b>			
<b>CULTURE</b>			
Young London  Free time activities <b>Project:</b> A leaflet <i>Fun things to do in...</i> pp. 60–61			
<b>MID-YEAR TEST pp. 62–63</b>			
<b>5 MY DAY</b> Daily life • Going places 1.1, 1.2 / 2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3	Daily activities  pp. 64–65	Present simple affirmative Get Grammar! <b>Pronunciation:</b> /s/, /z/, /ɪz/ <i>I listen to classical music.</i>  pp. 66–67	Adverbs of frequency Get Grammar! <b>Vocabulary:</b> Days of the week  pp. 68–69
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 73</b>			
<b>6 ANIMALS</b> The natural world • Animals Pets 1.1, 1.2, 1.3 / 2.1, 2.2, 2.3, 2.4 / 3.1, 3.2, 3.3 / 4.1, 4.2, 4.3	Wild animals  pp. 74–75	Present simple negative Get Grammar! <b>Vocabulary:</b> Pets <b>Pronunciation:</b> /s/ <i>I don't like cats!</i>  pp. 76–77	Present simple questions and short answers Get Grammar!  pp. 78–79
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 83</b>			
<b>CULTURE</b>			
Pets in the UK  The London Zoo <b>Project:</b> A digital photo album <i>My (ideal) pet</i> pp. 84–85			
<b>7 FUN WITH FOOD</b> Food and drink • Shopping Festivals 1.1, 1.2 / 2.1, 2.2, 2.4 / 3.2, 3.3 / 4.1, 4.2, 4.3	Food and drink <b>Pronunciation:</b> /g/, /dʒ/  pp. 86–87	Countable/uncountable nouns with <i>a/an, some/any</i> Get Grammar! <b>Vocabulary:</b> Food and drink <i>Are there any strawberries?</i>  pp. 88–89	Present continuous affirmative, negative, questions and short answers Get Grammar! <i>I'm taking a photo.</i>  pp. 90–91
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 95</b>			
<b>8 HAVING FUN</b> Celebrations • Holidays 1.1, 1.2, 1.3 / 2.1, 2.2, 2.3, 2.4 / 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3	Events Ordinal numbers Dates  pp. 96–97	Preferences <i>love/like/don't like/hate</i> + verb-ing Get Grammar! Object pronouns <b>Vocabulary:</b> Holiday activities <b>Pronunciation:</b> /r/ <i>Let's go to summer camp!</i>  pp. 98–99	Wh-questions Get Grammar!  pp. 100–101
<b>LANGUAGE REVISION SELF-CHECK / SELF-ASSESSMENT p. 105</b>			
<b>END-OF-YEAR TEST</b>			
pp. 106–107			
<b>CLIL</b>			
pp. 108–115			
<b>WORDLIST</b>			
pp. 116–119			
<b>EVALUATION SHEET</b>			
p. 120			

0.3 **IN THE CLASSROOM** In my bag; classroom objects; plural nouns; classroom language; imperatives pp. 14–15

0.4 **MY THINGS** Clothes; adjectives; *this/that/these/those* pp. 16–17  Get Grammar!

COMMUNICATION	READING and SPEAKING	LISTENING and WRITING	CLIL
<b>Making introductions</b>  <i>Nice to meet you!</i>  p. 24	<b>Reading:</b> A blog post <i>My family photo album</i> <b>Speaking:</b> Talk about interpersonal relationships <b>Vocabulary:</b> Places p. 25	<b>Listening:</b> A radio show <i>International Friendship Day!</i> <b>Vocabulary:</b> Countries and nationalities <b>Pronunciation:</b> /v/, /b/ <b>Writing:</b> A blog <i>My best friend</i> • Use capital letters p. 26	<b>CLIL:</b> ART Families in art <b>Vocabulary:</b> Art  p. 108
<b>Asking for something and where it is</b>  <i>Where's the bathroom?</i>  p. 34	<b>Reading:</b> A short article <i>My dream house</i> <b>Speaking:</b> Talk about household objects <b>Vocabulary:</b> Household objects p. 35	<b>Listening:</b> A description <i>My bedroom</i> <b>Writing:</b> A blog <i>My bedroom</i> • Use apostrophes p. 36	<b>CLIL:</b> SCIENCE Materials <b>Vocabulary:</b> Materials  p. 109
<b>Apologising</b>  <i>Sorry about that!</i>  p. 46	<b>Reading:</b> Personality quiz <b>Speaking:</b> Talk about personality <b>Vocabulary:</b> Personality adjectives p. 47	<b>Listening:</b> A dialogue <b>Writing:</b> A paragraph <i>My favourite character from a book or a cartoon</i> • Use paragraphs p. 48	<b>CLIL:</b> LITERATURE Books <b>Vocabulary:</b> Personality adjectives <b>Project:</b> A description <i>A character from a book</i> p. 110
<b>Asking for and giving permission (can/can't; may/may not)</b>  <i>Can I borrow your trainers?</i>  p. 56	<b>Reading:</b> A short article <i>Sign language</i> <b>Speaking:</b> Try sign language <b>Vocabulary:</b> Language p. 57	<b>Listening:</b> Descriptions <i>After-school clubs</i> <b>Writing:</b> An add <i>An after-school club</i> • Use <i>and, but</i> p. 58	<b>CLIL:</b> MUSIC Musical instruments <b>Vocabulary:</b> Musical instruments  p. 111
<b>Asking for and giving directions</b> <b>Grammar:</b> Prepositions of movement  <i>Is it far?</i> p. 70	<b>Reading:</b> A city map <i>Around town</i> <b>Speaking:</b> Talk about places in town <b>Vocabulary:</b> Places in town <b>Grammar:</b> Prepositions of place p. 71	<b>Listening:</b> Descriptions <i>My typical weekend</i> <b>Writing:</b> A blog <i>My typical weekend</i> • Use <i>before, after</i> p. 72	<b>CLIL:</b> GEOGRAPHY Going places <b>Vocabulary:</b> Months  p. 112
<b>Buying a ticket</b> <b>Vocabulary:</b> Money  <i>One ticket, please.</i>  p. 80	<b>Reading:</b> A short article <i>Amazing animals!</i> <b>Speaking:</b> Talk about animals <b>Vocabulary:</b> Adjectives p. 81	<b>Listening:</b> A radio interview <i>Pets</i> <b>Writing:</b> An email to a friend • Starting and ending an email p. 82	<b>CLIL:</b> SCIENCE The natural world <b>Vocabulary:</b> Where animals live  p. 113
<b>Ordering food</b>  <i>Anything else?</i>  p. 92	<b>Reading:</b> A short article <i>The Pancake Day</i> <b>Speaking:</b> Game <i>What's on your pancake?</i> p. 93	<b>Listening:</b> Descriptions <i>Breakfasts in my country</i> <b>Writing:</b> A blog <i>My breakfast</i> • Use <i>so, because</i> p. 94	<b>CLIL:</b> ART Still life <b>Project:</b> A digital presentation <i>A gallery tour</i> p. 114
<b>Making suggestions</b>  <i>Let's do something fun!</i>  p. 102	<b>Reading:</b> A leaflet <i>Top holiday tips</i> <b>Speaking:</b> Plan your holiday <b>Vocabulary:</b> Holiday activities p. 103	<b>Listening:</b> Event photos <b>Writing:</b> An invitation <i>Please come to Amber's 13th birthday party</i> • Writing an invitation p. 104	<b>CLIL:</b> SOCIAL SCIENCE Customs and traditions in the UK <b>Vocabulary:</b> Celebrations <b>Project:</b> A poster <i>New Year's Celebrations</i> p. 115



## HOW DO YOU SPELL THAT?

I can say and spell my name.

# GET STARTED!

## Hello!

### VOCABULARY

- The alphabet
- Spelling words / names
- Numbers 1-100
- Colours
- Classroom objects
- Classroom language
- Clothes
- Adjectives

### GRAMMAR

- *It's... / They're...*
- Plural nouns
- Articles *a/an, the*
- Imperatives
- *this/that/these/those*

### Intro video



### Grammar animations *this, that, these, those*



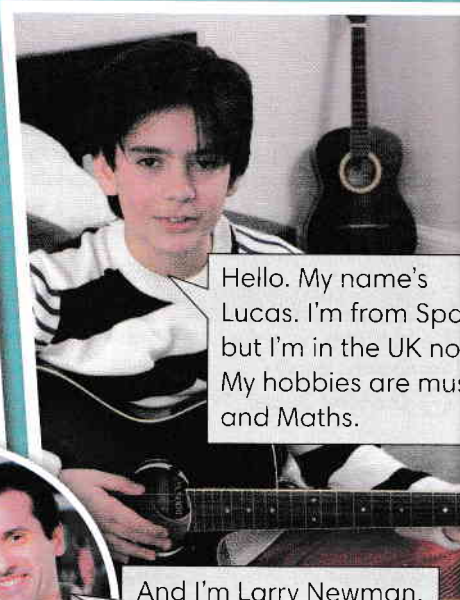
Hi! My name's Jen. I'm ten years old and my hobby is making cupcakes.



Hi! I'm Alex. I'm twelve. My hobbies are computers and computer games!



I'm Lian and I'm twelve. My hobby is skateboarding. I love all sports, really.



Hello. My name's Lucas. I'm from Spain but I'm in the UK now. My hobbies are music and Maths.



I'm Miranda Newman.

And I'm Larry Newman. We're Jen and Alex's mum and dad!

1 Watch or listen, then read. Who is twelve?

2 Look at the photos and read. Complete the children's hobbies.

- 1 Jen making cupcakes
- 2 Alex computers and \_\_\_\_\_
- 3 Lian all \_\_\_\_\_
- 4 Lucas \_\_\_\_\_ and Maths

3 Game! Stand in a line. Ask and answer.

A: Hi, I'm Mario. What's your name?

B: Hi, I'm Ella. What's your name?

C: My name's David. Hi, ...

4 Listen and do the Alphabet Rap.



E, F, G,

Say the alphabet, say it with me!

H, I, J, K, L, M, N, O, P,



is funny as you can see.

R, S, T, U and V

four more letters and we're free.

W, X, Y and - shh ...



is sleepy, so are we!

5 Complete the words with the letters below. Say the letters.

t f g x l s



1 g irl



2 bo \_\_



3 \_\_ andwich



4 \_\_ able



5 \_\_ ion

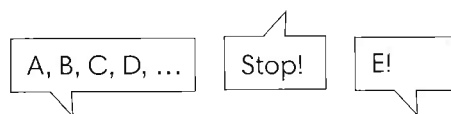


6 \_\_ ish

6 Listen and tick (✓) the letters you hear.

1	A <input checked="" type="checkbox"/>	E <input checked="" type="checkbox"/>	I <input type="checkbox"/>
2	G <input type="checkbox"/>	J <input type="checkbox"/>	C <input type="checkbox"/>
3	W <input type="checkbox"/>	U <input type="checkbox"/>	Y <input type="checkbox"/>
4	B <input type="checkbox"/>	D <input type="checkbox"/>	P <input type="checkbox"/>
5	M <input type="checkbox"/>	N <input type="checkbox"/>	F <input type="checkbox"/>
6	L <input type="checkbox"/>	J <input type="checkbox"/>	Y <input type="checkbox"/>

7 Work in pairs. Say the alphabet. Stop when the teacher tells you. Your partner says what comes next.



8 Listen to the names. Complete the missing letters. Check with your partner.

- 1 H A I L E Y
- 2 B \_ T \_ Y
- 3 \_ E \_ A L
- 4 \_ I \_ L \_ A \_

9 Work in pairs. Ask your partner about his/her name. Write it down.

A: *What's your name?*

B: *Vicky.*

A: *How do you spell that?*

B: *V-I-C-K-Y. Vicky.*

10 Have a class spelling competition.



Music. M-U-S-I-C.  
Music.



## Meet Dug and Kit



This is Dug. Dug is also Superdug. Superdug is a superhero.

This is Kit. Kit is very clever. She is Dug's best friend.

- 1 Listen and then read. Look at the picture. Circle the correct answer.

Dug / Kit is a superhero.

- 2 Listen and repeat.

### Vocabulary

### Numbers 1-20

1 one	11 eleven
2 two	12 twelve
3 three	13 thirteen
4 four	14 fourteen
5 five	15 fifteen
6 six	16 sixteen
7 seven	17 seventeen
8 eight	18 eighteen
9 nine	19 nineteen
10 ten	20 twenty

- 3 Complete the numbers.

1 one                      7 \_e\_e\_  
 2 \_w\_                      8 ei\_\_t  
 3 t\_r\_\_                    9 \_in\_  
 4 \_o\_r                    10 t\_\_  
 5 f\_\_e                    11 \_le\_\_n  
 6 \_i\_                      12 t\_e\_v\_

- 4 Write the answers in words.

1 six + six = twelve  
 2 eighteen - three = \_\_\_\_\_  
 3 two + eleven = \_\_\_\_\_  
 4 twenty - nine = \_\_\_\_\_  
 5 seventeen - three = \_\_\_\_\_  
 6 two + seven = \_\_\_\_\_  
 7 five + two = \_\_\_\_\_  
 8 sixteen - twelve = \_\_\_\_\_

5 Look at the words in the Vocabulary box. Then circle the correct number.

Vocabulary		Numbers 10-100	
10 ten	60 sixty		
20 twenty	70 seventy		
30 thirty	80 eighty		
40 forty	90 ninety		
50 fifty	100 a hundred		

- 1 forty      14/40
- 2 fifteen    15/50
- 3 thirteen   13/30
- 4 eighty     18/80
- 5 twenty    12/20
- 6 sixteen    16/60

6 Look at the words in the Vocabulary box. Then look at Exercise 3 and write numbers which are this colour. There are two numbers for one of the colours.

Vocabulary		Colours			
black	blue	brown	green	grey	orange
pink	purple	red	white	yellow	

- red      9      green      \_\_\_\_\_      pink      \_\_\_\_\_
- grey     \_\_\_\_\_      white     \_\_\_\_\_      black     \_\_\_\_\_
- blue     \_\_\_\_\_      purple    \_\_\_\_\_      brown    \_\_\_\_\_
- orange   \_\_\_\_\_      yellow    \_\_\_\_\_

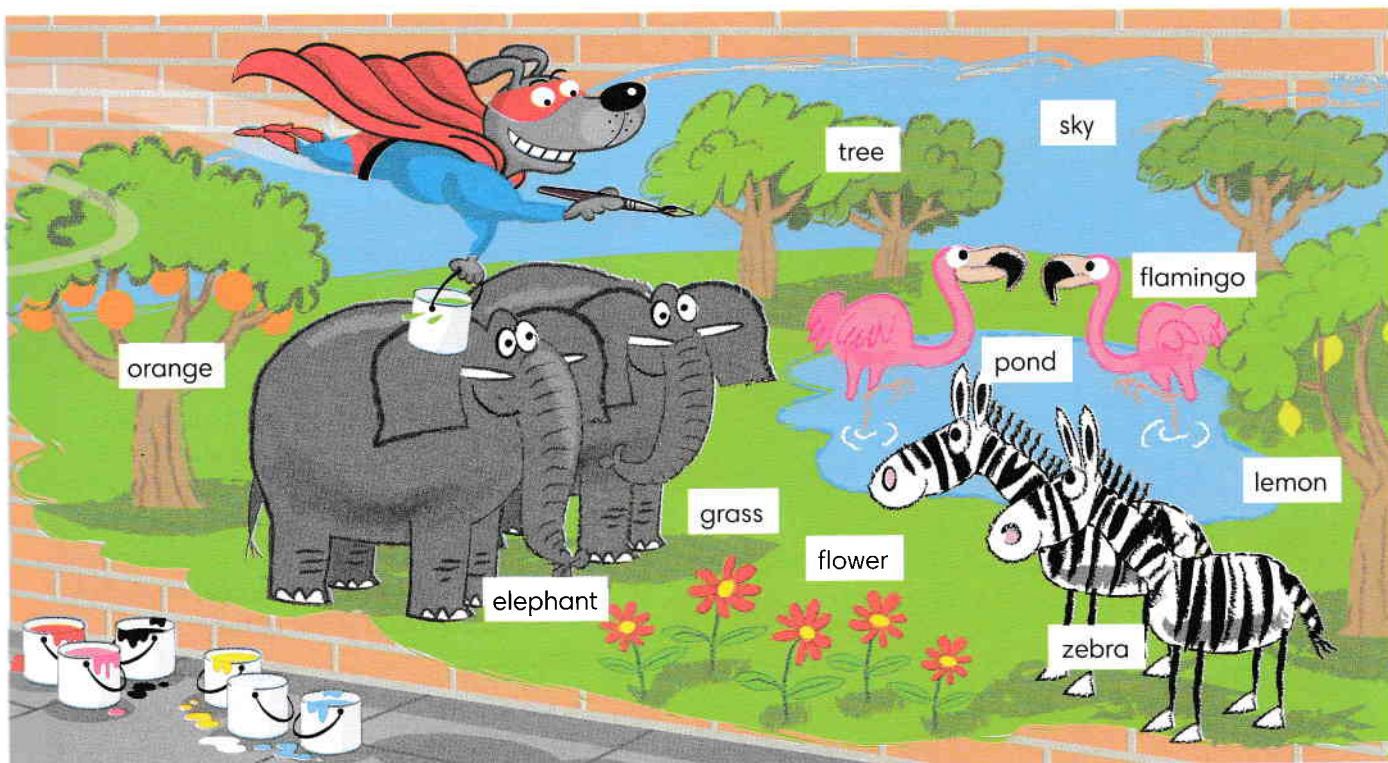
7 Study the Grammar box. Then look at the picture below. Write a or an before the words.

Grammar	Articles
It's <b>a</b> tree.	<b>The</b> tree is green.
It's <b>an</b> elephant.	<b>The</b> elephant is grey.

- 1 a tree
- 2 an elephant
- 3 \_\_\_\_\_ lemon
- 4 \_\_\_\_\_ orange
- 5 \_\_\_\_\_ zebra
- 6 \_\_\_\_\_ pond
- 7 \_\_\_\_\_ flower
- 8 \_\_\_\_\_ sky

8 Look at the picture below. Match 1-8 to a-h.

- |                   |                    |
|-------------------|--------------------|
| 1 The elephant is | a blue.            |
| 2 The flower is   | b black and white. |
| 3 The zebra is    | c red.             |
| 4 The sky is      | d grey.            |
| 5 The orange is   | e green.           |
| 6 The lemon is    | f pink.            |
| 7 The tree is     | g orange.          |
| 8 The flamingo is | h yellow.          |





# 0.3 IN THE CLASSROOM

I can talk about classroom objects and understand classroom instructions.



1 Look at the words in the Vocabulary box. Then name the objects in Alex's bag.

Vocabulary	In my bag
	book notebook pen pencil ruler sandwich

2 Study the Grammar box. Then look at the pictures. How many of these things can you see?

Grammar	Plural nouns
a pencil	six pencils
a sandwich	two sandwiches



1 *Five notebooks.*



2 \_\_\_\_\_



3 \_\_\_\_\_



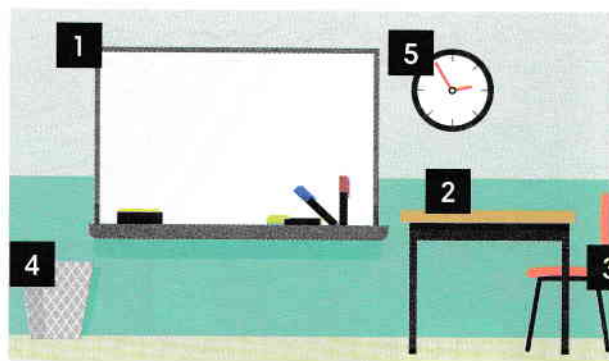
4 \_\_\_\_\_



5 \_\_\_\_\_

3 Label the objects 1-5 in the picture. Use the Vocabulary box to help you.

Vocabulary	Classroom objects
	bin board chair clock desk



1 *board* \_\_\_\_\_

4 \_\_\_\_\_

2 \_\_\_\_\_

5 \_\_\_\_\_

3 \_\_\_\_\_

4 Find the objects from the Vocabulary box in your classroom and point at them.

*It's a board.*  
*They're desks.*

**Watch OUT!**

5 Complete the classroom rules for an English class with the verbs below.

talk watch write

### Our rules

- 1 \_\_\_\_\_ in English - don't talk in your language!
- 2 \_\_\_\_\_ in your exercise book.  
Don't write in your coursebook!
- Learn English at home too. Read websites in English. 3 \_\_\_\_\_ YouTube videos in English.



6 Study the Grammar box. In pairs, find examples of imperatives in Exercise 5.

Grammar	Imperatives
+	Open your books. Close your books. Listen (to the story). Look (at the photo). Read (the text). Write your name. Sit down. Stand up. Work in pairs.
-	Don't eat in class! Don't talk!

7 Read the expressions in the Grammar box again. Who usually says them: teacher or student?

Can you help me, *please*?  
Stand up, *please*!

**Watch OUT!**

8 Match 1-4 to a-d. Listen and check. Then act out the dialogues in pairs.

- d Can you repeat that, please?
  - Can you help me, miss?
  - How do we say this word in English?
  - What does "amazing" mean??
- a We say elephant.  
b It means really good.  
c Yes, Maria. How can I help you?  
d Yes, Thomas. Giraffe. Giraffe. OK?

9 Game! Be a teacher. Tell other students what to do. Use the expressions in the Grammar box.

**And YOU?**

