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Limba modernă 1

Engleză

Clasa a V-a



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Festivals Autumn festivals **p. 140** Christmas **p. 141** Semester project 1 and 2 **pp. 142–143**

Grammar	Functions
Verb to be (informally) Question words: <i>What / How / Who / How old ...?</i> Possessive adjectives: <i>my / your</i>	Asking sb's name + spelling / Asking sb's age / Asking sb's phone number / Talking about birthdays / Talking about dates and time / Identifying objects

Skills and culture	KEY strategies	CLIL	Culture
<p style="text-align: center;"><b>The united nation pp. 20–21</b></p> <p><b>Reading:</b> Understanding personal profiles of 4 teenagers from the capital cities of the UK / <b>Listening:</b> Teenagers introducing themselves and giving personal information / <b>Speaking:</b> Introducing yourself / <b>Writing:</b> Giving personal information / <b>Study tip:</b> Capital letters</p>	<p><b>Key strategies:</b> Listening <b>p. 23</b></p>	<p><b>A CLIL</b> Geography <b>p. 132</b></p>	<p><b>A Culture:</b> London <b>p. 136</b></p>
<p style="text-align: center;"><b>Famous brothers and sisters pp. 32–33</b></p> <p><b>Reading:</b> Understanding a text about famous UK families / <b>Listening:</b> Understanding a conversation about a (fictitious) famous family / <b>Study tip:</b> Before listening / <b>Speaking:</b> Exchanging information about you and your partner's family / <b>Writing:</b> Writing a profile of family members</p>	<p><b>Key strategies:</b> Reading and writing <b>p. 37</b></p>		
<p style="text-align: center;"><b>My pet pp. 46–47</b></p> <p><b>Reading:</b> Understanding a description of pets / <b>Listening:</b> Understanding a description of favourite possessions / <b>Speaking:</b> Making a class survey on favourite possessions / <b>Writing:</b> Describing favourite possessions / <b>Study tip:</b> Making notes <b>Semester project 1: A poster of my favourite animal p. 142</b></p>	<p><b>Key strategies:</b> Listening <b>p. 49</b></p>		
<p style="text-align: center;"><b>Home - My special place pp. 58–59</b></p> <p><b>Reading:</b> Understanding a description of favourite places in the home <b>Listening:</b> Understanding a description of favourite places in the home <b>Speaking:</b> Asking / answering about your favourite room / place <b>Study tip:</b> Preparing questions / <b>Writing:</b> Describing your favourite room</p>	<p><b>Key strategies:</b> Reading and writing <b>p. 63</b></p>		
<p style="text-align: center;"><b>A future champion pp. 72–73</b></p> <p><b>Reading:</b> Understanding a text about the daily routine of a teenage swimming champion / <b>Study tip:</b> Skimming / <b>Listening:</b> Understanding interviews with two teenagers describing their daily routines during the school holidays <b>Speaking:</b> Describing your own daily routine in the school holidays <b>Writing:</b> Describing your partner's daily routine in the school holidays</p>	<p><b>Key strategies:</b> Listening <b>p. 75</b></p>	<p><b>B CLIL</b> Music <b>p. 134</b></p>	<p><b>B Culture:</b> Schools in the UK <b>p. 138</b></p>
<p style="text-align: center;"><b>A day out in London pp. 84–85</b></p> <p><b>Reading:</b> Understanding the description of a day out in London / <b>Listening:</b> Understanding a radio interview / <b>Speaking:</b> Talking about what teenagers do during the summer holidays / <b>Writing:</b> Writing about what teenagers do during the summer holidays / <b>Study tip:</b> Linkers: <i>and, but, so</i> <b>Semester project 2: A touristic collage p. 143</b></p>	<p><b>Key strategies:</b> Reading and writing <b>p. 89</b></p>		
<p style="text-align: center;"><b>Focus on ... British sports pp. 98–99</b></p> <p><b>Reading:</b> Understanding a text about typical British sports / <b>Listening:</b> Understanding an interview with a sports star / <b>Speaking:</b> Talking about sports teenagers like / don't like playing / <b>Study tip:</b> Giving a reason <b>Writing:</b> Writing about sports teenagers like / don't like playing</p>	<p><b>Key strategies:</b> Listening <b>p. 101</b></p>		
<p style="text-align: center;"><b>Dressing up for special occasions pp. 110–111</b></p> <p><b>Reading:</b> Understanding a text about dressing up in the UK <b>Listening:</b> Understanding descriptions of school uniforms <b>Study tip:</b> Listening for gist <b>Speaking:</b> Describing what a classmate is wearing and guessing who it is <b>Writing:</b> Writing a description of appearance and clothes</p>	<p><b>Key strategies:</b> Speaking <b>p. 115</b></p>		
<p style="text-align: center;"><b>Scary food! pp. 124–125</b></p> <p><b>Reading:</b> Understanding a text about strange types of food / <b>Study tip:</b> Predicting the topic of a reading text / <b>Listening:</b> Understanding a description of a national dish / <b>Speaking:</b> Asking / answering questions about a recipe / <b>Writing:</b> Writing a text about a recipe</p>	<p><b>Key strategies:</b> Reading and writing <b>p. 127</b></p>		

## General and specific competences from the curriculum

- 1. Understand oral messages in everyday communication situations**
    - 1.1. Identify the overall meaning of clearly articulated everyday messages and dialogues
    - 1.2. Identify the meaning of clearly articulated everyday verbal exchanges with clarification from the speaker
    - 1.3. Develop interest in specific aspects of the culture of the language studied
  - 2. Speak in everyday communication situations**
    - 2.1. Describe people / characters in a simple way
    - 2.2. Establish social interaction based on simple conversational formulas (greetings, introductions, thanks, instructions)
    - 2.3. Express preferences
    - 2.4. Show willingness to participate in a dialogue
  - 3. Understand written messages in everyday communication situations**
    - 3.1. Identify information from panels and signs displayed in public places for navigational purposes
    - 3.2. Select information from a short text accompanied by illustrations
    - 3.3. Identify information in simple written messages from friends or peers
    - 3.4. Show curiosity for reading navigational texts
  - 4. Write messages in everyday communication situations**
    - 4.1. Write short, simple messages
    - 4.2. Describe aspects of daily life (people, places, school, family, hobbies), using short sentences
    - 4.3. Show willingness to exchange simple written messages
- Competențe generale și specifice din programa școlară**
- 1. Receptarea de mesaje orale în situații de comunicare uzuală**
    - 1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
    - 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
    - 1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate
  - 2. Exprimarea orală în situații de comunicare uzuală**
    - 2.1. Prezentarea simplă a unei persoane/a unui personaj
    - 2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
    - 2.3. Exprimarea preferințelor
    - 2.4. Manifestarea disponibilității pentru participarea la dialog
  - 3. Receptarea de mesaje scrise în situații de comunicare uzuală**
    - 3.1. Identificarea informațiilor de pe panouri și indicatoare aflate în locuri publice pentru facilitarea orientării
    - 3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
    - 3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi
    - 3.4. Manifestarea curiozității pentru lectura de orientare
  - 4. Redactarea de mesaje în situații de comunicare uzuală**
    - 4.1. Redactarea de mesaje simple și scurte
    - 4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte
    - 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

# Starter

## Greetings

1  Fill in the speech bubbles with the words in the box. Listen, check and repeat.

Good evening. Good night, Laura. Good morning, Miss Williams.  
Bye, Dad. Good afternoon. ~~Hello, Jack.~~ Goodbye, Mrs Jones.

1 **Hello, Jack.**

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

**Hellos**

**Good-byes**

2 **PAIRWORK** Write dialogues using the prompts. Then, in pairs, act them out.

1 A Hi, Gianni.  
(Greet your friend, Gianni.)

B \_\_\_\_\_  
(Answer.)

2 A \_\_\_\_\_  
(It is 9 am. Greet your teacher, Mr Grant)

B \_\_\_\_\_  
(Your teacher answers.)

3 A \_\_\_\_\_  
(You leave the house to go to school, and your mother says goodbye to you.)

B \_\_\_\_\_  
(Answer.)

4 A \_\_\_\_\_  
(You go to bed. Say good night to your father.)

B \_\_\_\_\_  
(Your father answers.)

## Numbers 1-100



1 Write the numbers.

ONE 1	TWO	THREE
FOUR	FIVE	SIX
SEVEN	EIGHT	NINE
*	ZERO	#

**Look out!**

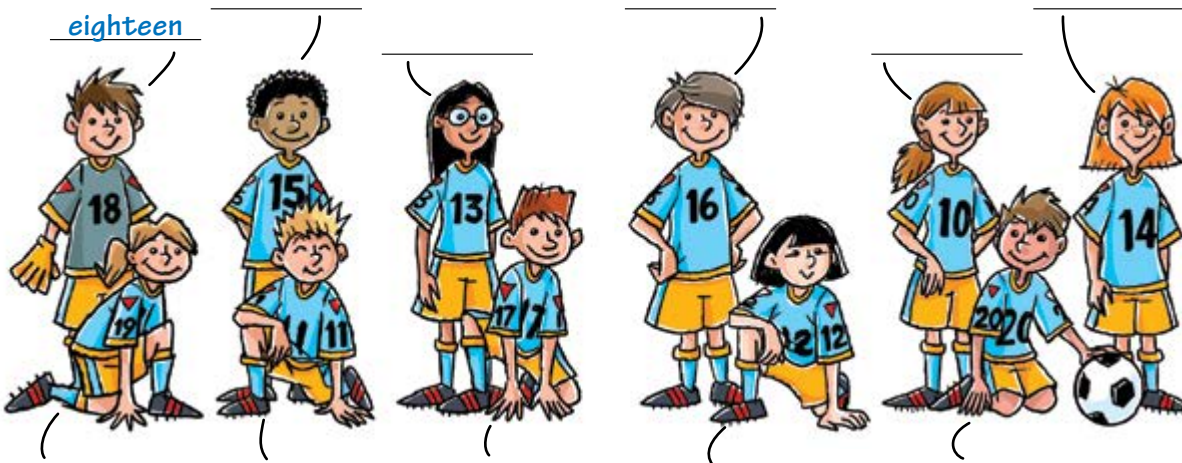
When 0 is in a phone number, it is usually pronounced 'oh'.

0208 500900 = Oh, two, oh, eight, five, oh, oh, nine, oh, oh

2 Listen and complete the phone numbers.

1 3 3 8      9 2 \_ \_ 8 7 7 \_      3 0 \_ 9 \_ \_ 9 \_ 0 \_ 9 1  
2 \_ 7 \_ 0 \_ \_ 0 \_ \_ 0 9      4 0 \_ \_ 1    4 9 \_ \_ 8 \_ \_

3 Listen and repeat the numbers in the box. Then look at the pictures and match the numbers to the people.



- ten
- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty

4 Listen and repeat the numbers.

<b>20</b> twenty	<b>31</b> thirty-one	<b>70</b> seventy
<b>21</b> twenty-one	<b>40</b> forty	<b>80</b> eighty
<b>22</b> twenty-two	<b>50</b> fifty	<b>90</b> ninety
<b>30</b> thirty	<b>60</b> sixty	<b>100</b> one hundred

5 **PAIRWORK** Listen and repeat. In pairs, ask for and give personal information as in the example.

A How old are you?  
B I'm 12.

A What's your phone number?  
B 319 7756321.



## Days, months and seasons



### Look out!

We always use capital letters to write the days of the week and the months. The names of the seasons do not usually begin with capital letters.

Wednesday April  
spring winter



### Look out!

Ordinal numbers are used with dates:

1st first  
2nd second  
3rd third  
21st twenty-first  
22nd twenty-second  
23rd twenty-third

For all numbers except for the ones above we add **-th** at the end:

4th fourth  
5th fifth  
6th sixth  
12th twelfth  
19th nineteenth  
26th twenty-sixth

15th September = the fifteenth of September

### 1 Listen and repeat.

Monday Wednesday Friday Sunday  
Tuesday Thursday Saturday

### 2 Listen and number the days of the week in the order in which you hear them.

### 3 Complete the names of the months with the letters in the box. Listen and repeat.

I Y L G R C C E U M P J

JAN_ARY	MA_	SE_TEMBER
FEB_UARY	_UNE	O_TOBER
MAR_H	JU_Y	NOVE_BER
APR_L	AU_UST	D_CEMBER

### 4 PAIRWORK Listen and repeat. In pairs, ask and answer the same question as in the example.

A *When's your birthday?*

B *It's on 10th October.*

### 5 Write the months in each season.

 spring	 summer	 autumn	 winter
March	June	September	December
_____	_____	_____	_____
_____	_____	_____	_____

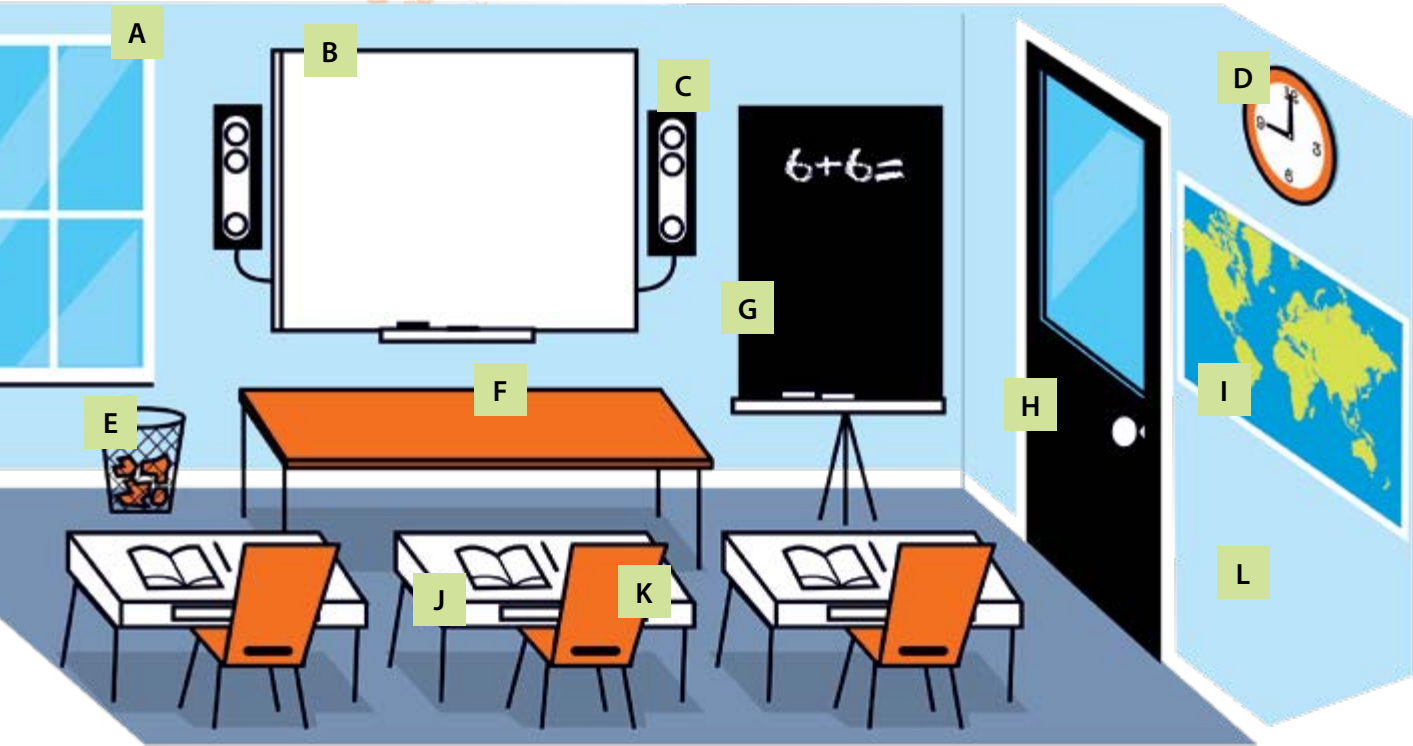
### 6 PAIRWORK Take turns to ask and answer questions about the months and seasons in exercise 5 as in the example.

A *When's August?*

B *It's in summer.*

## Things in the classroom

- 1 **🔊** Look at the picture and match the words with the items you see. Listen and check. Then listen again and repeat.



- |   |                   |                   |
|---|-------------------|-------------------|
| 1 <b>B</b> IWB (interactive whiteboard) | 5 <b>A</b> window | 9 <b>L</b> poster |
| 2 <b>C</b> speakers                     | 6 <b>F</b> table  | 10 <b>D</b> clock |
| 3 <b>G</b> board                        | 7 <b>J</b> desk   | 11 <b>I</b> wall  |
| 4 <b>H</b> door                         | 8 <b>K</b> chair  | 12 <b>E</b> bin   |

- 2 **🗨️ PAIRWORK** Ask and answer questions about the picture in exercise 1 in pairs.

A *What's this?*

A *How do you spell 'wall'?*

B *It's a window.*

B *W - A - L - L*

A *What's 'B'?*

B *It's an interactive whiteboard.*

- 3 **🗨️ PAIRWORK** Listen and repeat. Then, in pairs, ask and answer similar questions about your classroom.



# 1

## We're from the UK



Look out!

We do not use *the* before most country names: *Romania, Italy*.

We use *the* before countries whose names include the words 'states' or 'kingdom', island groups and mountain ranges: *The United Kingdom; The Maldives, The Alps*.

**BEN**



1 the UK (the United Kingdom)

**JOSH**



5 \_\_\_\_\_

**LAURA**



2 \_\_\_\_\_

**LUKE**



6 \_\_\_\_\_

**IRINA**



3 \_\_\_\_\_

**WILL**



7 \_\_\_\_\_

**IDEKI**



4 \_\_\_\_\_

**HENRIQUE**



8 \_\_\_\_\_



**ZOE**



9 \_\_\_\_\_



**LIJUAN**



10 \_\_\_\_\_



**LUZ**



11 \_\_\_\_\_



**SAYA**



12 \_\_\_\_\_



## Countries and nationalities

1 Match the names of the countries with the pictures. Listen and check. Then listen again and repeat.

Russia —the UK (the United Kingdom)— Australia  
the USA (the United States of America)  
Italy China Brazil Mexico India  
Canada Japan South Africa

2 Write the nationality adjective for each country. Listen, check and repeat.

Japanese Canadian Mexican American  
Italian Russian —Australian—  
South African British Indian Chinese Brazilian

Countries	Nationalities
Australia	<b>Australian</b>
Brazil	
Canada	
China	
India	
Italy	
Japan	
Mexico	
Russia	
South Africa	
the UK	
the USA	

3 Listen and match the people with their nationalities.

- |  |              |
|--|--------------|
| 1 <input checked="" type="checkbox"/> Thiago | A Japanese   |
| 2 <input type="checkbox"/> Becky             | B Australian |
| 3 <input type="checkbox"/> Fumiki            | C Indian     |
| 4 <input type="checkbox"/> Helen             | D Brazilian  |
| 5 <input type="checkbox"/> Pavlo             | E American   |
| 6 <input type="checkbox"/> Huma              | F Russian    |

4 **PAIRWORK** Imagine you are from a different country. Choose a country from exercise 1 and introduce yourself as in the example.

My name's Dimitri. I'm from Russia. I'm Russian.

# 1

## Dialogue



VIDEO

## Our dad's from the USA!

### 1 **READING** Read the text and watch the video. Where are Ricky and Sarah from?

**Ricky** So ... Who are they?

**Adam** That's Vijay and his friend, Jack. They're really cool.

**Ricky** OK.

**Adam** And that's the new girl, Sarah. She's really nice.

**Ricky** Nice?

**Adam** Yes, she's nice. She's Italian, too.

**Ricky** Well, actually, she's my sister! Sarah! Over here!

**Sarah** Oh, Ricky. There you are!

**Ricky** Adam, this is my sister, Sarah – we're twins.

**Adam** Hi, Sarah.

**Sarah** Hey.

**Adam** And this is my best friend.

**Jazmin** Hi, I'm Jazmin.

**Sarah** Hello, Jazmin. I'm Sarah.

**Jazmin** Where are you from?

**Sarah** I'm from Italy.

**Jazmin** So you're Italian!

**Sarah** Yes, that's right.

**Ricky** Well, not exactly. We're half Italian and half American.

**Sarah** You see, our mum's from Italy and our dad's from the USA.

**Jazmin** Wow! You're so lucky! Two countries and two languages!

### Now listen and repeat.



#### Everyday English

actually

Over here!

There you are!

That's right.

You're so lucky!

**2 COMPREHENSION** Read the dialogue again. Are the sentences true (T) or false (F)? Correct the false ones.

- |   | T                        | F                        |
|---|--------------------------|--------------------------|
| 1 Vijay and Jack are friends.             | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Sarah is English.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Sarah and Ricky are brother and sister. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Adam and Ricky are twins.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Jazmin is Italian.                      | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Ricky is from the USA.                  | <input type="checkbox"/> | <input type="checkbox"/> |

**3** Complete the sentences with the words in the box.

This our She his We She's We're is my They're

- That's Vijay and \_\_\_\_\_ friend. \_\_\_\_\_ really cool.
- That's Sarah. \_\_\_\_\_'s nice. \_\_\_\_\_ Italian.
- She's \_\_\_\_\_ sister!
- \_\_\_\_\_ is my sister, Sarah. \_\_\_\_\_ twins.
- This \_\_\_\_\_ my best friend.
- \_\_\_\_\_ 're half Italian and half American.
- Our mum's from Italy and \_\_\_\_\_ dad's from the USA.

**4** Fill in the gaps with information from the dialogue on page 14. Listen, check and repeat.

- Jazmin Hi, <sup>1</sup> \_\_\_\_\_ Jazmin.  
 Sarah Hello, Jazmin. <sup>2</sup> \_\_\_\_\_ Sarah.  
 Jazmin Where <sup>3</sup> \_\_\_\_\_ you from?  
 Sarah <sup>4</sup> \_\_\_\_\_ from Italy.  
 Jazmin So <sup>5</sup> \_\_\_\_\_ Italian!  
 Sarah Yes, <sup>6</sup> \_\_\_\_\_ right.

**5 PAIRWORK** In pairs, act out the dialogue in exercise 4. Use the names of the children, countries and nationalities on pages 12 and 13.

- A Hi, I'm Luke.  
 B Hello, Luke. I'm Will.  
 A Where are you from?  
 B I'm from Australia.  
 A So you're Australian!  
 B Yes, that's right.



## A Subject pronouns



Singular		Plural	
1st person	I	1st person	we
2nd person	you	2nd person	you
3rd person	he, she, it	3rd person	they

Subject pronouns are personal pronouns used to replace the subject (person or thing). They always come before the verb.

Ricky and Sarah are from Italy. **They are** Italian.

We use the pronoun *he* with masculine nouns: father, brother, man, boy, actor etc.

We use the pronoun *she* with feminine nouns: mother, sister, woman, girl, actress etc.

We use *it* to refer to things and animals.

If an animal is really important to someone, it can be referred to as *he / she*.

I love my dog very much. **He** is white and has fluffy ears.

B Present simple of the verb to be  
Affirmative form

Long form	Short form	
I <b>am</b>	I'm	Romanian.
You <b>are</b>	You're	Romanian.
He <b>is</b>	He's	Romanian.
She <b>is</b>	She's	Romanian.
It <b>is</b>	It's	Romanian.
We <b>are</b>	We're	Romanian.
You <b>are</b>	You're	Romanian.
They <b>are</b>	They're	Romanian.

**Subject** + **am / are / is** + **complement**

When we write the short form, we use an apostrophe (') to mark the missing letter(s).

We usually use the short form in both spoken and informal written English.

I'm Adam.

Our dad's from the USA.

## 1 Choose the correct answers.

He She is George.

- 1 He / She is my sister.
- 2 We / She is our English teacher.
- 3 He / They are my friends.
- 4 She / He is my mum.
- 5 We / I are sisters.
- 6 It / He is my schoolbag.
- 7 We / I am a student.
- 8 He / We is my brother.

## 2 Complete the sentences with the correct personal pronoun. Listen and check.

James is American. He is American.

- 1 Matt and I are friends. \_\_\_\_\_ are friends.
- 2 Anna is in my class. \_\_\_\_\_ is in my class.
- 3 Ben and Josh are twins. \_\_\_\_\_ are twins.
- 4 The students are at school. \_\_\_\_\_ are at school.
- 5 Paul is my friend. \_\_\_\_\_ is my friend.
- 6 My home town is London. \_\_\_\_\_ is really big.
- 7 Jess and I are 13. \_\_\_\_\_ are 13.
- 8 You and Amy are cool! \_\_\_\_\_ are cool!
- 9 My mum is a teacher. \_\_\_\_\_ is really busy.
- 10 My schoolbag is red. \_\_\_\_\_ is red.

## 3 Rewrite the sentences using the short form of the verb to be.

He is from England. **He's from England.**

- 1 She is Japanese.
- 2 They are nice!
- 3 Ryan is Australian.
- 4 We are at school.
- 5 My favourite colour is blue.
- 6 I am in class 1H.
- 7 You are cool!
- 8 Rebecca is my best friend.

4 Fill in the gaps with *am, is* or *are*. Listen and check.

She is my best friend.

- 1 I \_\_\_\_\_ English.
- 2 We \_\_\_\_\_ in your class.
- 3 I \_\_\_\_\_ a new student.
- 4 It \_\_\_\_\_ September.
- 5 The boys \_\_\_\_\_ in the park.
- 6 Emma \_\_\_\_\_ at home.
- 7 They \_\_\_\_\_ Canadian.
- 8 You \_\_\_\_\_ my friend.

**5 Complete Meg's email with the correct form of the verb to be. Use the short form.**



Hi  
 My name <sup>1</sup> s Meg and I <sup>1</sup> \_\_\_\_\_ Canadian.  
 I <sup>2</sup> \_\_\_\_\_ from Ottawa. It <sup>3</sup> \_\_\_\_\_ the capital city  
 of Canada. Our house is 10 km from the centre.  
 I <sup>4</sup> \_\_\_\_\_ 12 and I <sup>5</sup> \_\_\_\_\_ in class 7 at Redwood  
 School. My best friends at school are Dani and  
 Laura – they <sup>6</sup> \_\_\_\_\_ really cool! My brother is  
 Greg and he <sup>7</sup> \_\_\_\_\_ 15. He <sup>8</sup> \_\_\_\_\_ at my school,  
 too. My dad <sup>9</sup> \_\_\_\_\_ 42 and my mum <sup>10</sup> \_\_\_\_\_  
 39. They <sup>11</sup> \_\_\_\_\_ from Montreal. My favourite  
 singer <sup>12</sup> \_\_\_\_\_ Justin Bieber – he <sup>13</sup> \_\_\_\_\_ great!  
 Love, Meg

**Get it right!**



In the third person singular, possessive adjectives follow the gender of the owner and not the gender of the person or thing that is owned.

**his** sister – Paul's sister

**her** sister – Anna's sister

**6 Match the sentences 1–8 with A–H.**

- 1  **E** Anna and Jo are my friends.
- 2  **A** John is 14.
- 3  **I** I'm Spanish.
- 4  **W** We are students.
- 5  **S** She is Lara.
- 6  **Y** You are Italian.
- 7  **T** The school is new.
- 8  **U** You are twins.

- A** Her birthday is in June.
- B** Its classrooms are big.
- C** His sister is 16.
- D** My family are in Barcelona.
- E** Their house is nice.
- F** Our school is nice.
- G** Your names are Liz and Emma.
- H** Your mum's from Liverpool.

**7 Complete the sentences with the correct possessive adjective. Listen and check.**

I'm Jack and this is my dog.

- 1 He's 15 and \_\_\_\_\_ brother's 17.
- 2 She's Amy and \_\_\_\_\_ surname's Smith.
- 3 We're from Italy but \_\_\_\_\_ dad's American.
- 4 The students are here and \_\_\_\_\_ bags are in the classroom.
- 5 You're in class 1B and \_\_\_\_\_ teacher is Mr Jones.
- 6 Here's David and \_\_\_\_\_ sister, Lucy.
- 7 My cat's black but \_\_\_\_\_ eyes are green.
- 8 I'm Grace and this is \_\_\_\_\_ friend, Eva.
- 9 You're in this classroom and \_\_\_\_\_ teacher is Miss Dodd.
- 10 Miss Dodd is a teacher and \_\_\_\_\_ subject is Art.

**Possessive adjectives**



Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	our
you	your	you	your
he	his	they	their
she	her		
it	its		

We use possessive adjectives to express who owns something.

Possessive adjectives:

**1** always come before the noun they refer to;

This is **my** sister. **Our** dad's American.

**2** never appear after a definite or indefinite article (the; a/an);

**our** school

**3** do not change: there is only one form for the singular, plural, masculine and feminine.

**my** brother                      **my** brothers  
**my** sister                         **my** sisters

## D Articles



A is an indefinite article. It is used before singular nouns beginning with a consonant: e.g. *b, f, m*.

a boy                      a frog                      a man

An is an indefinite article. It is used before singular nouns beginning with a vowel: *a, e, i, o, u*.

an American film      an exercise      an ice cream  
an orange              an umbrella

The is the definite article. It doesn't change and it is used with singular and plural nouns.

the teacher                      the teachers  
the boy                              the boys  
the girl                              the girls

8 Complete the sentences with *a* or *an*.

He's an American actor.

- 1 He's \_\_\_\_\_ Japanese boy.
- 2 She's \_\_\_\_\_ teacher.
- 3 It's \_\_\_\_\_ red pen.
- 4 It's \_\_\_\_\_ Italian car.
- 5 This is \_\_\_\_\_ easy exercise.
- 6 He's \_\_\_\_\_ new student.
- 7 I'm in \_\_\_\_\_ big class.
- 8 Here's \_\_\_\_\_ ice cream for you!

Pronunciation – The article *the*

There are two ways of pronouncing the word *the*:

- 1 /ðə/ when it comes before a consonant:  
*the boy, the fox,*
- 2 /ði:/ when it comes before a vowel:  
*the apple, the uniform*

## 9 Listen and repeat.

/ðə/	/ði:/
the school	the exercise
the teacher	the ice cream
the books	the umbrella
the girls	the orange

## Round-up

1 Choose the correct form of the verb *to be* to complete Adam's email.

Hi Dieter

**My** Your name's Adam Davis and I'm English. I'm 13 and I'm in class 8DT at school. My best friends at school <sup>1</sup> **is / are** Jazmin and Vijay. Ricky and Sarah are <sup>2</sup> **their / my** new friends. <sup>3</sup> **We / They** are twins from Italy. <sup>4</sup> **Our / Their** school is big and modern and <sup>5</sup> **a / the** teachers are nice. <sup>6</sup> **Her / My** sister is Chloe and she's 11.

<sup>7</sup> **He's / She's** a student at my school, too.

My dad <sup>8</sup> **is / are** 40 and he's from Wales and my mum's 36. She's English.

<sup>9</sup> **We / You** are from Cambridge. It's a big city in England. <sup>10</sup> **It's / She's** an historic city but it's modern, too. <sup>11</sup> **The / A** city centre is very busy! My favourite things are sport – football and cricket – and music. I <sup>12</sup> **are / am** in the school orchestra!

Write back soon,

Adam

2 **PAIRWORK** Introduce yourself to your partner using the prompts.

Hello, my name's ... I'm ... (*years old*).

My brother's ... (*years old*). His name's ...

My sister's ... (*years old*). Her name's ...

My dad's ... (*years old*). He's from ...

My mum's ... (*years old*). She's from ...

We're ... (*nationality*). We're from ... (*town*).

My best friends at school are ... and ...

My favourite things are ... , ... and ...

## 3 Write down your partner's introduction.

His name's Florin and he's 12 years old.

His brother is ...

## Making introductions



### 1 Read and listen to the dialogue. Then listen again and repeat.

Sophie Hello.  
 Oliver Hi.  
 Sophie I'm Sophie. What's your name?  
 Oliver I'm Oliver – Oliver Turner.  
 And this is my friend, Harry.  
 Harry Hello, Sophie.  
 Sophie Hi, Harry. Nice to meet you.

### 2 Read the dialogue and mark (✓) these sentences as true (T) or false (F).

	T	F
1 Oliver and Sophie are friends.	<input type="checkbox"/>	<input type="checkbox"/>
2 Her name is Sophie Turner.	<input type="checkbox"/>	<input type="checkbox"/>
3 Sophie and Harry are friends.	<input type="checkbox"/>	<input type="checkbox"/>
4 Oliver and Harry are friends.	<input type="checkbox"/>	<input type="checkbox"/>

#### COMPETENCES

cultural awareness and expression  
 civic and social competences  
 initiative



#### Look out!

First name: *Laura, James*  
 Surname: *Brown, Smith*

#### Key expressions

Hi / Hello.	This is ...
I'm ...	Nice to meet you.
What's your name?	

### 3 Listen and choose the words you hear.

#### Dialogue 1

A <sup>1</sup> Hello / Hi, my name's <sup>2</sup> Holly / Molly. What's your name?  
 B I'm <sup>3</sup> Julia / Jenny and this is my friend, <sup>4</sup> Dan / Ben. He's in my class.  
 C <sup>5</sup> Hi / Hello, Molly.  
 A <sup>6</sup> Hi / Hey.

#### Dialogue 2

A Hi. <sup>1</sup> I'm / My name's Jamie Carter. What's your <sup>2</sup> name / surname?  
 B <sup>3</sup> I'm / My name's Leo and my <sup>4</sup> name / surname's Chilton.  
 A And this is my <sup>5</sup> sister / friend, Hannah.  
 C Hi, Leo.  
 B <sup>6</sup> Hello / Hi.

### 4 **GROUPWORK** In groups of three, act out the dialogue in exercise 1. Then use this model to introduce yourselves.



# 1 Skills and culture



## Lexi Williams

Lexi's 14 and she's English. Her family's originally from Jamaica but she's from London, the capital city of England. It's a multicultural city – 30% of Londoners are from **other** countries. London's famous for its monuments like Big Ben, the Tower of London and Tower Bridge.



## Rashid Kalpar

Rashid's 14 and he's from Cardiff, the capital city of Wales. His family's originally from Pakistan but he's Welsh. Cardiff is near the sea and Cardiff Bay is now a tourist area with historic and modern buildings. Cardiff is a multicultural city – about 20% of the population are from other countries.

## Duncan Moffat

Duncan is a Scottish student. He's 14 and he's from Edinburgh, the capital city of Scotland. It's a beautiful city with a famous castle and lots of interesting monuments. It's also near the sea. The city is famous for its international festival of culture, the Edinburgh Festival.



## Caitlin Laskier

Caitlin's 15 and she's from Belfast, the capital city of Northern Ireland. Her mum's from Belfast but her dad's from Poland – her first name's Irish but her surname's Polish. Belfast is a centre of industry and it's near the sea. The city is famous for shipbuilding – especially for the *Titanic*. It's an old city with modern buildings, too. For example, Titanic Belfast is a new museum in a very modern building.



## Reading

1 Read the texts. Match the cities with the pictures on page 21.

A  London    B  Edinburgh    C  Cardiff    D  Belfast

2 **COMPREHENSION** Read the texts again and complete the sentences with the names of the cities or students.

- 1 \_\_\_\_\_ is a multicultural city.
- 2 \_\_\_\_\_ is a beautiful city with a big castle.
- 3 \_\_\_\_\_ is near the sea. The bay is interesting for tourists.
- 4 \_\_\_\_\_ is near the sea and is famous for its museum about the *Titanic*.
- 5 \_\_\_\_\_ is a British boy from a city with an important festival.
- 6 \_\_\_\_\_ is a girl from a multicultural city.
- 7 \_\_\_\_\_ is a girl of 15 from an industrial city.
- 8 \_\_\_\_\_ is a 14-year-old boy from a city near the sea.

## Listening

3 Listen and match the people with the cities they live in.

- |                                |                                   |             |           |
|--------------------------------|-----------------------------------|-------------|-----------|
| 1 <input type="checkbox"/> Eva | 3 <input type="checkbox"/> Martha | A Belfast   | C Cardiff |
| 2 <input type="checkbox"/> Ed  | 4 <input type="checkbox"/> Mike   | B Edinburgh | D London  |

## Glossary

**other:** different

**bay:** part of the coast where the land bends in

**building:** a structure with walls and a roof, like a house or a school

**about:** approximately

**beautiful:** very attractive

**near:** close to

**sea:** a large area of salt water, smaller than an ocean

**shipbuilding:** making ships and boats