



# Limba modernă 1

## Limba engleză

Clasa a V-a

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**art**

Cambridge is known for creating ultimate learning and research solutions and for innovating in the field of materials for learning English.

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. Limba engleză. Clasa a V-a*, a textbook that follows the Romanian Curriculum step by step and:

- creates an inclusive learning environment through learning strategies, games and dynamic activities to ensure all students achieve success;
- inspires passion and sparks the imagination through culture, film, documentaries and authentic videos of the English speaking world;
- enables students to achieve success in language exams and external certifications with official, authentic preparation materials from Cambridge.

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Respect pentru oameni și natură

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Skills and culture	KEY strategies	CLIL	Culture
<p><b>The united nation pp. 28-29</b></p> <p><b>Reading:</b> Understanding personal profiles of 4 teenagers from the capital cities of the UK</p> <p><b>Listening:</b> Teenagers introducing themselves and giving personal information</p> <p><b>Speaking:</b> Introducing yourself</p> <p><b>Writing:</b> Giving personal information</p> <p><b>Study tip:</b> Capital letters</p>	<p><b>Key exam strategies:</b> Listening part 1 p. 31</p>	<p><b>A CLIL Geography</b> p. 126</p>	<p><b>A Culture:</b> London p. 134</p>
<p><b>Famous brothers and sisters pp. 40-41</b></p> <p><b>Reading:</b> Understanding a text about famous UK families</p> <p><b>Listening:</b> Understanding a conversation about a (fictitious) famous family</p> <p><b>Study tip:</b> Before listening</p> <p><b>Speaking:</b> Exchanging information about you and your partner's family</p> <p><b>Writing:</b> Writing a profile of family members</p>	<p><b>Key exam strategies:</b> Reading and writing part 1 p. 45</p>		
<p><b>My pet pp. 54-55</b></p> <p><b>Reading:</b> Understanding a description of pets</p> <p><b>Listening:</b> Understanding a description of favourite possessions</p> <p><b>Speaking:</b> Making a class survey on favourite possessions</p> <p><b>Writing:</b> Describing favourite possessions</p> <p><b>Study tip:</b> Making notes</p>	<p><b>Key exam strategies:</b> Listening part 2 p. 57</p>	<p><b>B CLIL Science</b> p. 128</p>	<p><b>B Culture:</b> The Royal grandchildren p. 136</p>
<p><b>Home - My special place pp. 66-67</b></p> <p><b>Reading:</b> Understanding a description of favourite places in the home</p> <p><b>Listening:</b> Understanding a description of favourite places in the home</p> <p><b>Speaking:</b> Asking / answering about your favourite room / place</p> <p><b>Study tip:</b> Preparing questions</p> <p><b>Writing:</b> Describing your favourite room</p>	<p><b>Key exam strategies:</b> Reading and writing part 2 p. 71</p>		




## Vocabulary

## Dialogue

## Grammar

## Functions

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## Story time pp. 124-125

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### 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

Skills and culture	KEY strategies	CLIL	Culture
<p><b>A future champion pp. 80-81</b></p> <p><b>Reading:</b> Understanding a text about the daily routine of a teenage swimming champion</p> <p><b>Study tip:</b> Skimming</p> <p><b>Listening:</b> Understanding interviews with two teenagers describing their daily routines during the school holidays</p> <p><b>Speaking:</b> Describing your own daily routine in the school holidays</p> <p><b>Writing:</b> Describing your partner's daily routine in the school holidays</p>	<p><b>Key exam strategies:</b> Listening part 3 p. 83</p>	<p><b>C CLIL Music:</b> p. 130</p>	<p><b>C Culture:</b> Schools in the UK p. 138</p>
<p><b>A day out in London pp. 92-93</b></p> <p><b>Reading:</b> Understanding the description of a day out in London</p> <p><b>Listening:</b> Understanding a radio interview</p> <p><b>Speaking:</b> Talking about what teenagers do during the summer holidays</p> <p><b>Writing:</b> Writing about what teenagers do during the summer holidays</p> <p><b>Study tip:</b> Linkers: <i>and</i>, <i>but</i>, <i>so</i></p>	<p><b>Key exam strategies:</b> Reading and writing part 3 p. 97</p>		
<p><b>Focus on ... British sports pp. 106-107</b></p> <p><b>Reading:</b> Understanding a text about typical British sports</p> <p><b>Listening:</b> Understanding an interview with a sports star</p> <p><b>Speaking:</b> Talking about sports teenagers like / don't like playing</p> <p><b>Study tip:</b> Giving a reason</p> <p><b>Writing:</b> Writing about sports teenagers like / don't like playing</p>	<p><b>Key exam strategies:</b> Listening parts 4 and 5 p. 109</p>	<p><b>D CLIL PE:</b> p. 132</p>	<p><b>D Culture:</b> Britain's top sports venues p. 140</p>
<p><b>Dressing up for special occasions pp. 118-119</b></p> <p><b>Reading:</b> Understanding a text about dressing up in the UK</p> <p><b>Listening:</b> Understanding descriptions of school uniforms</p> <p><b>Study tip:</b> Listening for gist</p> <p><b>Speaking:</b> Describing what a classmate is wearing and guessing who it is</p> <p><b>Writing:</b> Writing a description of appearance and clothes</p>	<p><b>Key exam strategies:</b> Speaking part 1 p. 123</p>		

### Competențe generale și specifice din programa școlară

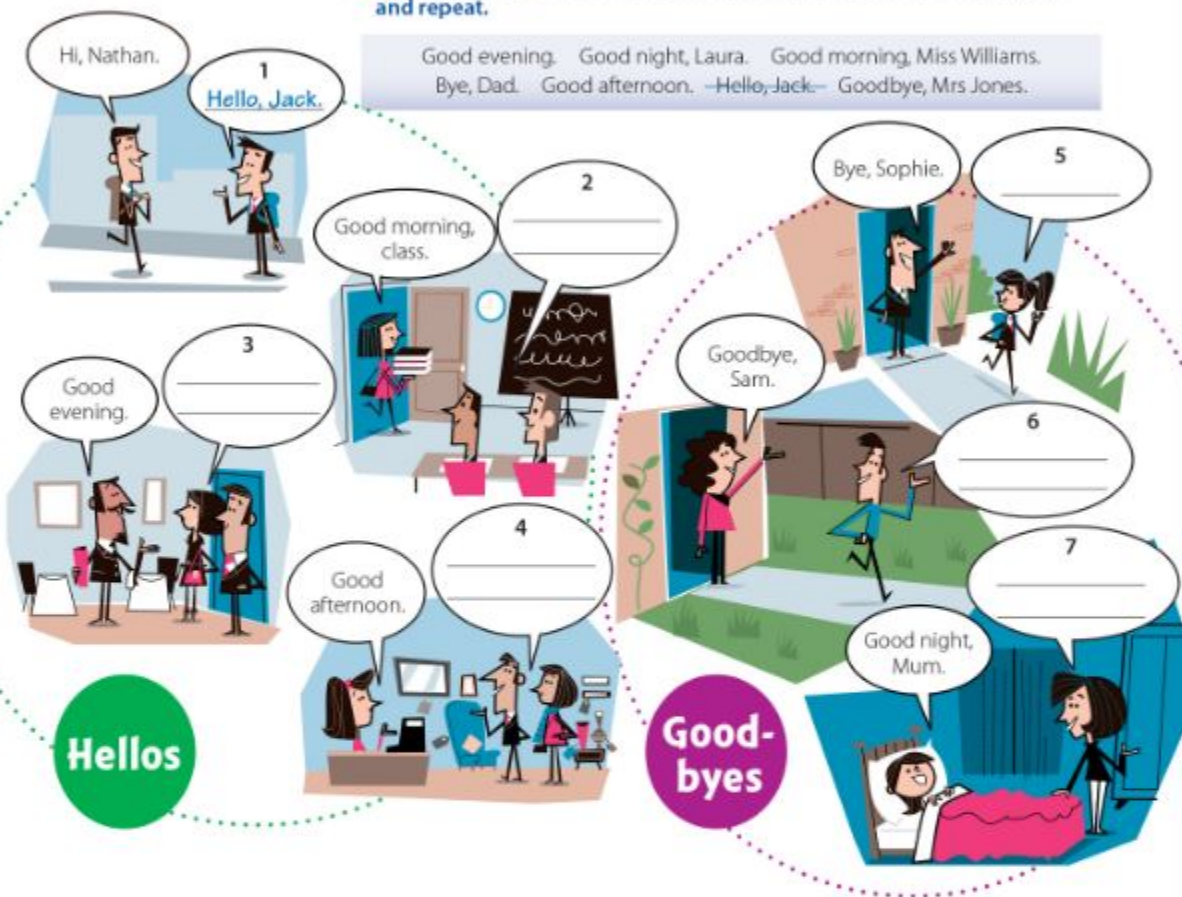
- 1. Receptarea de mesaje orale în situații de comunicare uzuală**
  - 1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate
  - 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a 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 unei persoanei
  - 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 (jocuri, școală, familie, hobby-uri), folosind propoziții scurte
  - 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

## 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.



- 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.)

Hellos

Good-byes



- 1 Put the letters in the correct alphabetical order. Listen and check. Then listen again and repeat.



A B \_ \_ \_ \_ \_  
 \_ K \_ \_ \_ P \_ \_  
 \_ \_ \_ V \_ \_ \_ Z

- 2 Listen and fill in the gaps with the letters from the box. Then listen again and check.

~~D~~ U S T K

- |                          |         |     |
|--------------------------|---------|-----|
| 1 A H J _                | 4 I Y   | 7 O |
| 2 B C <u>D</u> E G P _ V | 5 Q _ W |     |
| 3 F L M N _ X Z          | 6 R     |     |

- 3 Listen and choose the letter you hear.

- |              |       |       |       |        |
|--------------|-------|-------|-------|--------|
| 1 <u>A</u> E | 3 A I | 5 Y U | 7 A R | 9 G J  |
| 2 E I        | 4 O U | 6 U W | 8 W V | 10 K Q |

- 4 **PAIRWORK** Choose a letter from exercise 1 and ask your partner to pronounce it.

A What's this letter? B K.

- 5 **PAIRWORK** Listen and choose the names you hear. Take turns to spell and pronounce them.

- |                |       |       |          |       |         |
|----------------|-------|-------|----------|-------|---------|
| 1 <u>Katie</u> | Cathy | Kevin | 4 Helen  | Harry | Hannah  |
| 2 Wendy        | Wanda | Wayne | 5 Cheryl | Carol | Charlie |
| 3 Jeanne       | Gina  | Jenny |          |       |         |

- 6 **PAIRWORK** Listen and repeat. In pairs, act out the dialogue using your names, then the names in the box.



Sophie  
 Molly  
 Lucy  
 Rosie  
 Andrew  
 Luke  
 Ryan  
 Jack



## Colours

### 1 Match the colours with the T-shirts.

black blue brown green orange  
grey pink purple red ~~white~~ yellow



1 white



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_

### 2 Listen and colour the pictures.



1



2



3



4



5

### 3 PAIRWORK Choose objects from your class and talk about their colour as in the example.

- A What colour is this?  
B It's blue.

### 4 Listen and repeat.

- A What's your favourite colour?  
B It's yellow.

### 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 38      92 \_\_ 877 \_\_      3 0 9 \_\_ 9 \_\_ 0 91  
2 7 0 \_\_ 0 \_\_ 09      4 0 \_\_ 1 49 \_\_ 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.

20 twenty	31 thirty-one	70 seventy
21 twenty-one	40 forty	80 eighty
22 twenty-two	50 fifty	90 ninety
30 thirty	60 sixty	100 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.

## The time

### 1 Write the time using the words in the box.

—five o'clock— six five to twenty to twenty past  
ten to six twenty-five past ten past five

It's five o'clock.

It's \_\_\_\_\_ six. **05:55**

It's \_\_\_\_\_ **05:50**

It's quarter to \_\_\_\_\_ **05:45**

It's \_\_\_\_\_ six. **05:40**

It's twenty-five to six. **05:35**

**05:30** It's half past five.

**05:25** It's \_\_\_\_\_ five.

**05:20** It's \_\_\_\_\_ five.

**05:15** It's quarter past five.

**05:10** It's \_\_\_\_\_.

**05:05** It's five past five.

**05:00**

### 2 Listen and write the time. Then listen again and repeat.



- 1 It's quarter past ten.
- 2 It's \_\_\_\_\_.
- 3 It's \_\_\_\_\_.
- 4 It's \_\_\_\_\_.
- 5 It's \_\_\_\_\_.
- 6 It's \_\_\_\_\_.
- 7 It's \_\_\_\_\_.
- 8 It's \_\_\_\_\_.



### 3 PAIRWORK Look at the clocks in exercise 2 again. In pairs, ask and answer questions about the time on each clock.

- A What's the time? B It's quarter past ten.

### 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.



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 for school



1



2



5



3



4



6



7



8



9



10

1 Match the words with the pictures. Listen, check and repeat.

ruler pen pencil felt tip pencil sharpener rubber  
exercise book pencil case textbook ~~schoolbag~~

1 schoolbag

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

2 Complete the mind maps.

E \_\_\_\_\_ B \_\_\_\_\_

1 **SCHOOLBAG**

T \_\_\_\_\_

P \_\_\_\_\_ C \_\_\_\_\_

F \_\_\_\_\_ T \_\_\_\_\_

PEN \_\_\_\_\_

2 **PENCIL CASE**

RUB \_\_\_\_\_ R \_\_\_\_\_

P \_\_\_\_\_ L \_\_\_\_\_

RUL \_\_\_\_\_ R \_\_\_\_\_

P \_\_\_\_\_ S \_\_\_\_\_

3 PAIRWORK Listen and repeat. In pairs, ask the same questions and give answers which are true for you.

- A What's in your schoolbag?
- B Two textbooks, one exercise book and a pencil case.
- A What's in your pencil case?
- B Two pens, two pencils and a rubber.

### Plurals

#### 1 Listen and repeat.



#### 2 Put the words from exercise 1 in the correct category.

**A Regular plurals: + -s** book → books, cat → cats, name → names,

<sup>1</sup> car → cars, <sup>2</sup> \_\_\_\_\_ → \_\_\_\_\_, <sup>3</sup> \_\_\_\_\_ → \_\_\_\_\_

**B Nouns that end in a consonant + -y: -y becomes -i and we add -es**

city → cities, party → parties, <sup>4</sup> \_\_\_\_\_ → \_\_\_\_\_

**C Nouns that end in -s, -ss, -ch, -sh, -x, -z, -o add -es** class → classes,

sandwich → sandwiches, wish → wishes, box → boxes, quiz → quizzes,

potato → potatoes, <sup>5</sup> \_\_\_\_\_ → \_\_\_\_\_, <sup>6</sup> \_\_\_\_\_ → \_\_\_\_\_,

<sup>7</sup> \_\_\_\_\_ → \_\_\_\_\_, <sup>8</sup> \_\_\_\_\_ → \_\_\_\_\_, <sup>9</sup> \_\_\_\_\_ → \_\_\_\_\_,

<sup>10</sup> \_\_\_\_\_ → \_\_\_\_\_

**D Irregular plurals:** man → men, woman → women, person → people,

<sup>11</sup> \_\_\_\_\_ → \_\_\_\_\_

#### 3 Write the plurals for the following words.

pencil case pencil cases

5 match \_\_\_\_\_

1 dish \_\_\_\_\_

6 bike \_\_\_\_\_

2 day \_\_\_\_\_

7 house \_\_\_\_\_

3 country \_\_\_\_\_

8 person \_\_\_\_\_

4 box \_\_\_\_\_

9 ice cream \_\_\_\_\_

#### 4 PAIRWORK In pairs, choose five singular nouns from the previous exercises. Take turns to spell the plural form of these nouns.

A Class

B Classes: C-L-A-S-S-E-S