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# Limba modernă **1** ENGLEZĂ

Clasa a V-a



### STARTER (pp. 9-12)

#### UNIT WHAT IS YOUR NAME?

##### VOCABULARY

- The alphabet
- Numbers
- Colours
- Introductions & greetings
- Addresses

##### GRAMMAR

- To be
- The indefinite article
- Subject pronouns

##### LISTENING

- Listening for specific information
- Completing short exchanges
- Introducing yourself / others
- Greeting someone

### UNIT 1 (pp. 13-24) WHO'S YOUR ROLE MODEL?

##### VOCABULARY

- Points of the compass
- Countries and nationalities
- Jobs
- Days and months

##### GRAMMAR

- Ordinal numbers
- To be
- Question words
- Object pronouns
- Titles

##### READING

- Reading about role models and what makes a role model
- Asking and answering questions about the text
- Matching words to their explanation

##### SPEAKING

- Asking for / giving personal information
- Talking about countries, nationalities, location, jobs

##### LISTENING

- Listening to people talking about role models
- Identifying role models
- Filling in a registration form
- Pronouncing the sounds: / ei / , / ae /

##### WRITING

- Writing an email about your role model

##### CULTURE &

##### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Alice's Adventures in Wonderland** by Lewis Carroll
- Geography: Interesting facts about the Earth

##### PROJECT

- Assessing language and vocabulary
- Interesting facts about your country

### UNIT 2 (pp. 25-38)

#### A BIG HAPPY FAMILY!

##### REVISION 1&2

##### VOCABULARY

- Family members
- Appearance & special features

##### GRAMMAR

- Have got
- Can / can't
- Possessive case

##### READING

- Reading about famous families in the UK and the USA
- Asking and answering questions about the text
- Matching words to their explanation

##### SPEAKING

- Describing physical appearance
- Talking about a character
- Talking about abilities

##### LISTENING

- Listening to people talking about their family
- Identifying family members
- Pronouncing the sounds: / u / , / ʌ /

##### WRITING

- Writing an email describing family members

##### CULTURE &

##### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Diary of a Wimpy Kid** by Jeff Kinney
- History: The Tudors

##### PROJECT

- Assessing language and vocabulary
- Family tree
- Describing a famous historical figure from your country





Respect pentru oameni și cărți

**UNIT 3** (pp. 39-50)

**I'M HAPPY WITH MY HOBBY!**

### VOCABULARY

- School subjects
- Hobbies

### GRAMMAR

- Verbs of likes and dislikes
- Prepositions of time

### READING

- Reading about strange hobbies around the world
- Asking and answering questions about the text
- Matching words to their explanation

### SPEAKING

- Talking about school subjects
- Telling the time
- Talking about hobbies
- Expressing preferences

### LISTENING

- Listening to people talking about their hobbies
- Identifying types of hobbies
- Identifying the right time of day
- Pronouncing the sounds:  
/ a / , / ae /

### WRITING

- Writing an email / SMS to a friend

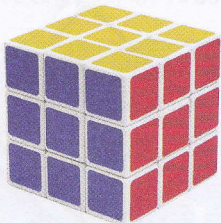
### CULTURE &

### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Selfish Giant** by Oscar Wilde
- Quiz: How to choose a hobby

### PROJECT

- Assessing language and vocabulary
- Class survey to find the most popular hobby



**UNIT 4** (pp. 51-64)

**NO PLACE LIKE HOME...**

**REVISION 3&4**

### VOCABULARY

- Houses & buildings
- Types of shops

### GRAMMAR

- Plurals
- There is / are
- Demonstratives
- The definite article
- Prepositions of place & movement

### READING

- Reading about funny ways to live
- Asking and answering questions about the text
- Matching words to their explanation

### SPEAKING

- Talking about houses
- Talking about location
- Asking for and giving directions

### LISTENING

- Listening to people talking about houses
- Identifying types of houses
- Identifying locations
- Pronouncing the sounds:  
/ θ / , / ð /

### WRITING

- Writing an email of invitation

### CULTURE &

### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Railway Children** by E. Nesbit
- Art & Design: Famous buildings around the world

### PROJECT

- Assessing language and vocabulary
- Famous buildings in your country
- Your dream house



**UNIT 5** (pp. 65-77)

**FIT LIKE A GLOVE**

**SELF-ASSESSMENT 1**

### VOCABULARY

- Weather forecast
- Clothes & materials

### GRAMMAR

- Present Continuous
- Adjectives

### READING

- Reading about fashion
- Asking and answering questions about the text
- Matching words to their explanation

### SPEAKING

- Talking about weather
- Describing actions happening now
- Talking about clothes

### LISTENING

- Listening to people talking about fashion and clothes
- Matching speakers to dialogues
- Acting out dialogues
- Pronouncing the sounds:  
/ dʒ / , / ʃ /

### WRITING

- Writing a postcard

### CULTURE &

### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Wind in the Willows** by Kenneth Grahame
- Geography: Types of climate around the world

### PROJECT

- Assessing language and vocabulary
- Article about climate in your country / town





## UNIT 6 (pp. 79-92)

### YOU ARE WHAT YOU EAT

#### REVISION 5&6

#### VOCABULARY

- Food & beverages
- Kitchen utensils & processes
- Containers

#### GRAMMAR

- Countable & uncountable nouns
- Some / any / much / many / a lot of
- Expressing amount / quantity

#### READING

- Reading about healthy eating habits
- Asking and answering questions about the text
- Matching words to their explanation

#### SPEAKING

- Talking about food preferences
- Ordering / preparing food
- Talking about food quantities

#### LISTENING

- Listening to people talking about food and drinks
- Matching pictures to dialogues
- Labelling pictures using prompts
- Pronouncing the sounds: / S / , / Z /

#### WRITING

- Writing a shopping list, a recipe

#### CULTURE &

#### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Millions** by Frank Cottrell-Boyce
- Science: The Digestive System

#### PROJECT

- Assessing language and vocabulary
- Romanian cuisine



## UNIT 7 (pp. 93-104)

### RISE AND SHINE!

#### VOCABULARY

- Daily routines & chores

#### GRAMMAR

- Present Simple - affirmative
- Adverbs of frequency

#### READING

- Reading about unusual daily routines
- Asking and answering questions about the text
- Matching words to their explanation

#### SPEAKING

- Talking about daily routine
- Talking about schedules

#### LISTENING

- Listening to people talking about routines
- Matching speakers to dialogues
- Identifying information related to a text
- Matching pictures to routines
- Pronouncing the sounds: / s / , / z / , / iz /

#### WRITING

- Writing about daily routine

#### CULTURE &

#### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Giving Tree** by Shel Silverstein
- History: Ancient civilizations

#### PROJECT

- Assessing language and vocabulary
- Daily life of your favourite character in a book / video game / cartoon



## UNIT 8 (pp. 105-118)

### MEET THE ANIMALS!

#### REVISION 7&8

#### VOCABULARY

- Wild animals and pets
- Habitats
- Animal body parts

#### GRAMMAR

- Present Simple - negative and interrogative
- WH - question words

#### READING

- Reading about animals in danger
- Asking and answering questions about the text
- Matching words to their explanation

#### SPEAKING

- Asking questions about animals
- Describing animals

#### LISTENING

- Listening to people talking about animals
- Matching pictures to dialogues
- Filling in information about animals
- Pronouncing the sounds: / ɔ: / , / ʌ /

#### WRITING

- Writing a blog entry about your favourite wild animal

#### CULTURE &

#### CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **The Jungle Book** by Rudyard Kipling
- Biology: Animals

#### PROJECT

- Assessing language and vocabulary
- Endangered animals in your country





## VOCABULARY

- Sports & sports equipment

## GRAMMAR

- Can / can't (ability and permission)
- May / may not (permission)
- The imperative

## READING

- Reading about unusual sports
- Asking and answering questions about the text
- Matching words to their explanation

## SPEAKING

- Talking about sports
- Asking for / giving / denying permission

## LISTENING

- Listening to people talking about free time activities
- Matching pictures to dialogues
- Identifying types of instruments
- Identifying types of sports
- Pronouncing the sounds:  
/ s / , / ʃ /

## WRITING

- Writing an invitation to see a sports celebrity

## CULTURE &

## CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Diary of a 6th Grade Ninja** by Marcus Emerson
- Sports Events:  
The Olympic Games

## PROJECT

- Assessing language and vocabulary
- A sport celebrity in your country



## VOCABULARY

- Types of holidays
- Means of transport
- Festivals

## GRAMMAR

- Present Simple – revision
- Present Continuous – revision

## READING

- Reading about unusual holidays
- Asking and answering questions about the text
- Matching words to their explanation

## SPEAKING

- Talking about travelling
- Talking about holidays

## LISTENING

- Listening to people talking about holidays
- Matching pictures to dialogues
- Identifying types of holidays
- Pronouncing the sounds:  
/ ŋ / , / ŋk /

## WRITING

- Writing an email while on holiday

## CULTURE &

## CROSS-CURRICULAR

- Developing reading skills and raising cultural awareness
- Developing listening and speaking skills
- Talking about trans-curricular topics
- **Robinson Crusoe** by Daniel Defoe
- Geography: Our Amazing Planet

## PROJECT

- Assessing language and vocabulary
- Amazing holiday destinations



## VOCABULARY

- Identifying specific information through matching pictures
- Assessing vocabulary and language skills

## GRAMMAR

- Writing sentences using Present Continuous, have / has got, who's / whose

## READING

- Reading a postcard / an SMS and skim to get the general idea

## SPEAKING

- Talking about abilities (can / can't)

## WRITING

- Describing a character from a book using appropriate language
- Producing clear and coherent writing, using appropriate organisation and style



## VOCABULARY

- Completing specific tasks to assess vocabulary and language skills
- Identifying specific information through matching pictures
- Matching specific words to their definitions / list words under a category

## GRAMMAR

- Writing sentences using Present Simple and Present Continuous

## READING

- Reading short sentences / paragraphs and skim to get the general idea

## SPEAKING

- Talking about yourself, others and daily routines, using the learnt vocabulary





### THE ALPHABET

1 Listen and repeat:

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv  
Ww Xx Yy Zz

2 Listen, write down and spell the names, as in the example:



3 Now spell your name.

### NUMBERS

4 Read, listen and repeat:

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

5 Match the numbers to the words:

30	• seventy-three
40	• ninety-four
58	• eighty
60	• forty
73	• thirty
80	• one hundred
94	• sixty
100	• fifty-eight

6 Do the maths and write out the numbers:

a. $23 + 15 =$	38	thirty-eight
b. $43 + 19 =$	...	...
c. $60 + 20 =$	...	...
d. $73 + 27 =$	...	...
e. $13 + 18 =$	...	...

7 Write down the number of:

- students in your classroom
- chairs in your classroom
- subjects you study
- windows in your classroom





Respect pentru oameni și cărți

### GREETINGS & INTRODUCTIONS

#### 1 a. Listen and read:



Teacher: Hi! What's your name?

Student: Hello! I'm **Matthew**.

Teacher: And your surname?

Student: **Smith**.

Teacher: How old are you?

Student: I'm **eleven**.

Teacher: What's your address?

Student: **8, Park Avenue**, Manchester.

Teacher: And your home phone number?

Student: **061 397 6488**.

Teacher: Thank you.



#### b. Use the prompts below to replace the emphasised words in ex 1a:

- Jennifer - Brown - 10 - 28,  
Rose Close - 061 253 1472
- Thomas - Morrison - 9 - 12,  
Bellevue Crescent - 061 998 7633

#### c. Work in pairs to act out a similar dialogue, giving your personal information.

#### 2 Listen and fill in the form:



### Library Registration Form



FIRST NAME:

AMANDA

SURNAME:

AGE:

5

CLASS:

ADDRESS:

18 \_\_\_\_ ROAD, \_\_\_\_

PHONE NUMBER:

3055 \_\_\_\_

### THE INDEFINITE ARTICLE A / AN

#### 3 Listen and repeat:



- We use **a / an** before singular nouns:  
*a schoolbag, a book, a car*
- We use **a** before consonant sounds:  
*a boy, a desk, a map, a yacht*
- We use **an** before vowel sounds (a, e, i, o, u):  
*an apple, an egg, an umbrella*

#### 4 This is what Annie has in her schoolbag:

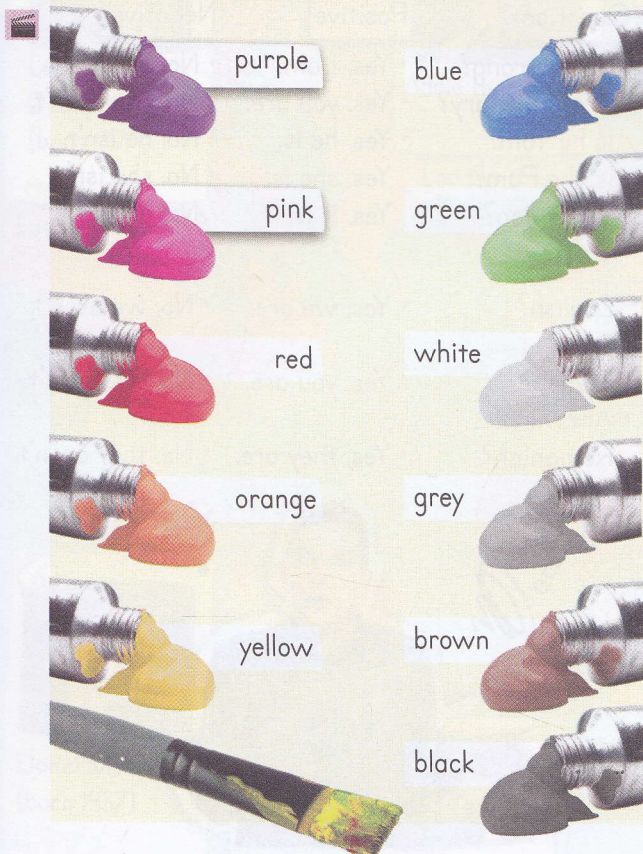


#### Now write in a / an for each of the items:

1. a pencil case
2. ... notebook
3. ... atlas
4. ... book
5. ... pencil
6. ... eraser
7. ... schoolbag
8. ... pen
9. ... sharpener
10. ... apple



### 5 a. Watch the video and repeat:



### b. Write in the colours:

- blue + yellow = green
- red + blue = ...
- yellow + red = ...
- white + black = ...
- red + white = ...
- green + red = ...

### c. Write in the number of:

- a. red sharpeners in your classroom
- b. blue notebooks in your classroom
- c. green pencil cases in your classroom
- d. black pencils in your classroom
- e. pink rubbers in your classroom



### 6 Ask and answer questions about the items in ex 4, as in the example:

- A: What's this?  
 B: It's a pencil case.  
 A: What colour is it?  
 B: It's...

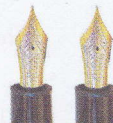
### 7 Write in the correct pronoun:

he / she / it / we / you / they



1. schoolbag

...



2. pens

...



3. Tom and I

...



4. dog

...



5. uncle

...



6. desk

...



7. grandma

...



8. Tim and Jill

...



9. You and Kim

...

### 8 Complete the sentences with the correct pronoun:



1. They are sisters.



2. ... are students.



3. ... is my grandfather.



4. ... am seven years old.



5. ... is my teacher.



6. ... is a furry cat.



Respect pentru oameni și țări  
TO BE - AFFIRMATIVE & NEGATIVE

### 1 Read the tables and fill in the gaps:

#### Affirmative

##### Long Forms

- I am
- You ...
- He / She / It ...
- We are
- You are
- They ...

##### Short Forms

- I'...
- You're
- He's / She's / It's
- We'...
- You'...
- They're

#### Negative

##### Long Forms

- I am not
- You ... not
- He / She / It ... not
- We are not
- You are not
- They ... not

##### Short Forms

- I' ... not
- You aren't
- He / She / It isn't
- We ...
- You aren't
- They ...



### 2 Complete the sentences using:

am / are / is

1. I ... a student.
2. You ... my friends.
3. She ... my deskmate.
4. We ... from Romania.
5. He ... happy.
6. They ... in my class.

### 3 Fill in the correct form of the verb TO BE:

#### Long Forms

1. I am Pam.
2. She ... a doctor.
3. He ... a fireman.
4. We ... from Paris.
5. It ... a ball.
6. You ... Mary.
7. They ... brothers.
8. I ... tall.

#### Short Forms

1. I m Pam.
2. She ... a doctor.
3. He ... a fireman.
4. We ... from Paris.
5. It ... a ball.
6. You ... Mary.
7. They ... brothers.
8. I ... tall.

### QUESTIONS & ANSWERS

### 4 Listen and study the table:



#### Questions

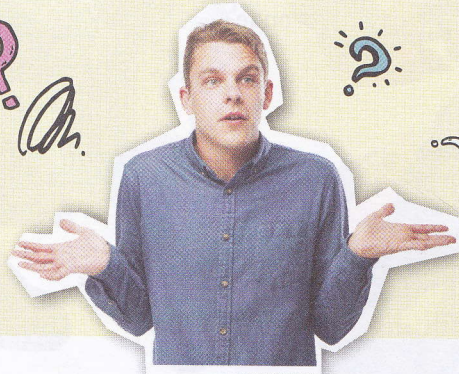
- Am I wrong?
- Are you Mary?
- Is he Tom?
- Is she Pam?
- Is it a dog?
- Are we English?
- Are you French?
- Are they Romanian?

#### Positive

- Yes, I am.
- Yes, you are.
- Yes, he is.
- Yes, she is.
- Yes, it is.
- Yes, we are.
- Yes, you are.
- Yes, they are.

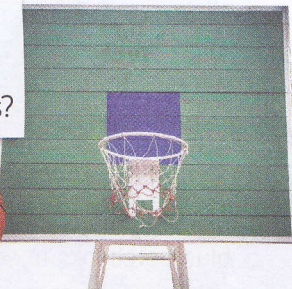
#### Negative

- No, I'm not.
- No, you aren't.
- No, he isn't.
- No, she isn't.
- No, it isn't.
- No, we aren't.
- No, you aren't.
- No, they aren't.



### 5 Use the prompts to ask and answer questions, in the affirmative and the negative:

1. They / classmates?
2. You / sad?
3. We / basketball fans?
4. Janet and Paul / teachers?



### 6 Fill in the gaps using the correct form of the verb: TO BE

Hi! My name (1) ... Billy. I (2) ... a student in the 5th grade. This (3) ... Tina. She (4) ... my deskmate. Tina and I (5) ... best friends. I (6) ... ten years old, but Tina (7) ... eleven. We (8) ... from Bristol, England.



### LEAD IN



Los Angeles (USA)

London (UK)

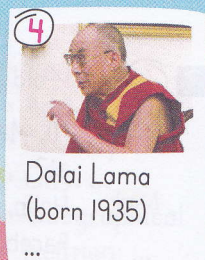
St. Petersburg  
(Russia)



Rosario (Argentina)

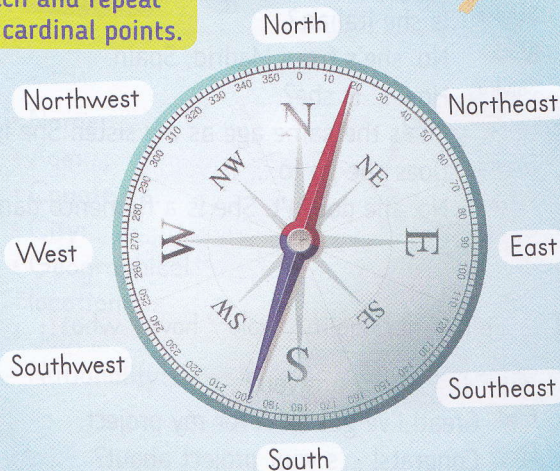


Bucharest (Romania)



Lhasa (Tibet)

4 Watch and repeat the cardinal points.



1 Look at the pictures of famous people and try to guess their jobs from the list below:

gymnast / football player /  
monk / singer / actor / ballerina

2 Now listen and check.



3 Talk about the people in pictures 1-6 according to the example.

eg. This is Adele.

She is a singer born in 1988.

She is from London, UK.

5 Read the example below and use it to make up similar dialogues about the places linked to the pictures 1-6. Use the cardinal points and the map of the world given above.

eg. A: Where is Leonardo DiCaprio from?

B: He is from Los Angeles, USA.

A: Where exactly is LA?

B: It's in California, on the west coast.



Respect pentru oameni și cărți

### 1 Listen and read, then fill in the missing words:

- a** Portugal / name / where / Mrs. / boy
- Lucy: Good morning, ... Jones!
- Mrs. Jones: Good morning, Lucy! Who's that ... standing in front of your classroom door?
- Lucy: He is our new classmate.
- Mrs. Jones: What's his ... ?
- Lucy: Adao.
- Mrs. Jones: ... is he from?
- Lucy: He is from ... .
- Mrs. Jones: Where exactly in Portugal?
- Lucy: From Lisbon, the capital city of Portugal.
- Mrs. Jones: Thank you, Lucy. See you later in class!

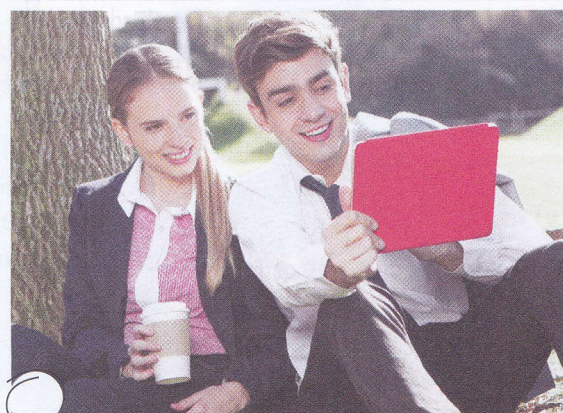
### b her / old / who / school / eighteen

- Sandra: Hi, Mark! So, ...'s that girl you're looking at?
- Mark: Hello, Sandra! She's my new friend on Facebook.
- Sandra: She seems nice. What's ... name?
- Mark: Her name is Maria.
- Sandra: Is she Italian?
- Mark: No, she's from Madrid, Spain.
- Sandra: How ... is she?
- Mark: She's the same age as my sister. She is ... .
- Sandra: Does she go to ... ?
- Mark: No, she doesn't. She is a flamenco dancer.

### c him / nationality / role / how / what

- Lucy: Hi, Fred! ... are you?
- Fred: Great! I've got an A for my project.
- Lucy: Congrats! ...'s your project about?
- Fred: It's about my ... model.
- Lucy: And who's your role model?
- Fred: Lionel Messi.
- Lucy: I don't know ... . Is he a singer?
- Fred: No, he isn't. He is one of the best football players in the world.
- Lucy: Of course. What ... is he?
- Fred: He is Argentinian, but he plays for a Spanish football club.
- Lucy: I see. Sorry, Fred, but I have to go now.
- Fred: No problem, Lucy! Talk to you later!

### 2 Now match each dialogue to the right picture.



### 3 Read the dialogues in ex 1 again, then answer the questions:

1. Who is Lucy's new classmate?
2. Where's Adao from?
3. How old is Maria?
4. What is Maria's job?
5. Who is Fred's role model?
6. What nationality is Lionel Messi?



Respect pentru oameni și cărți

### 4 Fill in the table with words from the list:

Tokyo / French / Mexico City / Chinese / France / Madrid / Spain / Mexico / Russia / Russian / Japanese

COUNTRY	NATIONALITY	LANGUAGE	CAPITAL CITY
	French		Paris
China		Chinese	Beijing
Japan	Japanese		
	Mexican	Spanish	
		Russian	Moscow
	Spanish	Spanish	

### 5 a. Look at the pictures and fill in the gaps using the words in the box.

pilot / web designer / photographer / surgeon / vet / lawyer



Emma is a pilot



Sam is a ...



Sarah is a ...



Iris is a ...



George is a ...



Tom is a ...

### b. Match each sentence to the right picture in ex 5a:

1. They defend people in court.
2. They fly planes and helicopters.
3. They design sites and computer games.
4. They take pictures.
5. They take care of sick animals.
6. They perform operations on sick people.



### 6 Listen and fill in the blanks:



- Name: ...
- Age: ...
- Country: ...
- City: ...
- Geographical location: ...
- Job: ...
- Nationality: ...

- Name: ...
- Age: ...
- Country: ...
- City: ...
- Geographical location: ...
- Job: ...
- Nationality: ...



### 7 Answer questions about the people in ex 6, as in the example:

A: What's his name?

B: His name is Fabio.  
He is...

- A What's her name?
- A How old is he / she?
- A Where is he / she from?
- A What nationality is he / she?
- A What's his / her job?

- B ...
- B ...
- B ...
- B ...
- B ...