

Vicki Anderson
Eoin Higgins
Cristina Rusu
Diana Todoran

Better
Learning



Limba modernă 1

Engleză

studiu intensiv

Caietul elevului

Clasa a V-a



Contents

	Starter Unit	page 5
1	People	page 11
2	It's your life	page 23
3	Schooldays	page 35
4	Food!	page 47
5	Animal world	page 59
6	City life	page 71
7	Sport	page 83
8	Holidays	page 95
	Speaking extra	page 107
	Language focus extra	page 117

Starter Unit



General and specific competences from the curriculum explored in this unit:

1. Understand oral messages in different communication situations

- 1.1. Identify essential information from short oral fragments related to predictable everyday situations, when the utterances are clear and slow-paced
- 1.2. Identify the general meaning of real-time oral messages, when the utterances are clear and slow-paced
- 1.3. Identify the meaning of plain and clearly articulated oral exchanges, when the interlocutor provides assistance in order to facilitate comprehension
- 1.4. Engage with the recognition and use of specific cultural and social elements

2. Speak in different communication situations

- 2.1. Give a short presentation based on images of regular/familiar contexts
- 2.2. Give a simple presentation on a person/character
- 2.3. Give suitable answers in certain contexts using simple conversational formulas (greetings, introductions, thanks, instructions)
- 2.4. Participate in short oral interactions with the support of the others speakers
- 2.5. Show willingness to participate in a dialogue

3. Understand written messages in different communication situations

- 3.1. Identify information from panels and signs displayed in public places for navigational purposes
- 3.2. Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
- 3.3. Identify detailed information from different text types
- 3.4. Show curiosity for guided reading

4. Write messages in everyday communication situations

- 4.1. Write short, simple messages in contexts for immediate communication
- 4.2. Present an activity in written form, using linking devices (*and, but, because*)
- 4.3. Write simple, short texts on familiar topics
- 4.4. Show willingness to exchange written messages

Starter Unit

Greetings

- 1 ★ Complete the conversation with the phrases in the box.

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

Greg: Hello!

Alice: 1 _____

Greg: I'm Greg. 2 _____

Alice: 3 _____ Alice.

Greg: Nice to meet you.

Alice: 4 _____, too!

The alphabet

- 2 ★ Add the missing letters to the alphabet.



Numbers

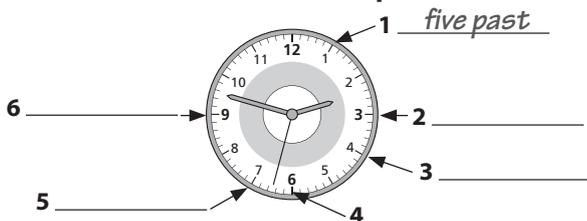
- 3 ★★ Write the numbers as words from big to small.

0 1 100 3 5 20 7 2 10
8 70 50 80 90 10
6 30 4 9 40 60

one hundred

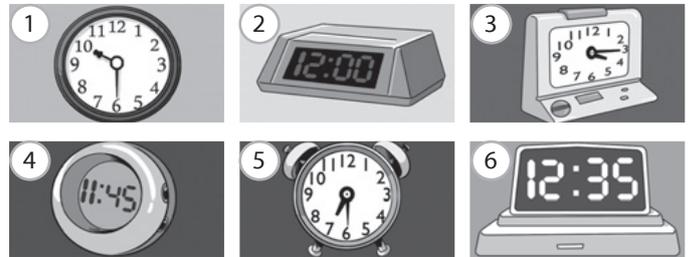
Time

- 4 ★★ Label the clock with the phrases in the box.



a quarter past five past half past
a quarter to twenty past twenty-five to

- 5 ★★★ Write the times.



- 1 *It's half past ten.*
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Prepositions of place

- 6 ★ Look at the pictures. Complete the sentences with the words in the box.

behind in in front of between next to on



- 1 The mouse is on the television.



- 2 The pizza is _____ the football and the television.



- 3 The bus is _____ the taxi.



- 4 The pizza is _____ the burger.



- 5 The taxi is _____ the bus.

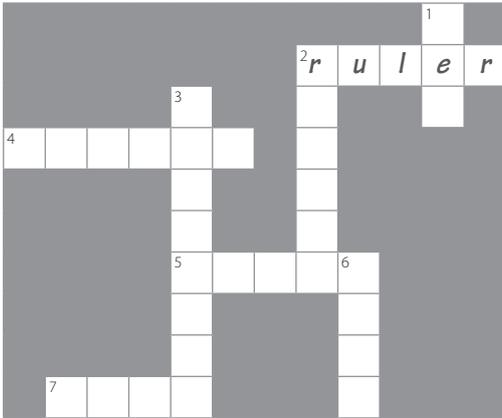


- 6 The football is _____ the taxi.

Starter Unit

Classroom objects

1 ★★ Look at the pictures and complete the crossword.



across

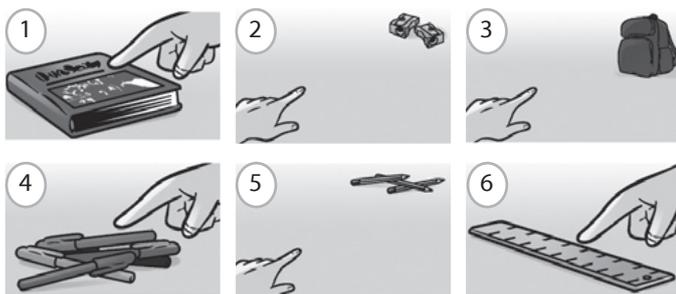


down



this, that, these and those

2 ★★★ Write sentences for pictures 1–6.



- 1 *This is a dictionary.* _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Possessive adjectives and possessive pronouns

3 ★ Circle the correct word.

- 1 'Where are my / mine rollerblades, Mum?'
'They're in your / yours bedroom, Jenny!'
- 2 That car is my / mine.
- 3 Here are your / yours shoes, Ben.
- 4 Patricia and Amanda are at their / theirs house in the mountains.
- 5 This isn't your / yours pen. It's her / hers.
- 6 Is this book our / ours or their / theirs?

4 ★★ Write the correct possessive adjectives in the text.

Class 1C blog

Here are the photos of ¹ our class with ² _____ favourite things.



Esma with ³ _____ cat, Chester.



Alicia and ⁴ _____ favourite books – the *Hunger Games* series.



Richard and Danny with ⁵ _____ football shirts. Danny is Yeovil and Richard is Manchester United.



Colin's photo is unusual. It's ⁶ _____ collection of insects!



Henry with ⁷ _____ electric guitar.



And this photo is me, Bill, with ⁸ _____ games console.

POSTED AT 12:25 COMMENT SHARE

Starter Unit

Personal possessions and adjectives

1 ★★ Write the adjectives and personal possessions.



1 An expensive laptop



2 A n _____
s _____



3 An o _____
m _____ p _____



4 A b _____
b _____



5 A s _____
b _____



6 A n _____
c _____

Possessive 's

2 ★★ Complete the sentences. Use the information from the class blog in Exercise 4 on page 8.

- 1 Bill's favourite thing is his games console.
- 2 _____ favourite things are _____ insects.
- 3 Richard and _____ favourite things are _____ football shirts.
- 4 _____ favourite things are _____ books.
- 5 _____ favourite thing is _____ electric guitar.
- 6 _____ favourite thing is _____ cat, Chester.

be: affirmative, negative and questions

3 ★ Look at the pictures and match the sentence beginnings and endings.



- | | |
|--------|-------------------------|
| 1 I | a is in my class. |
| 2 You | b are at a restaurant. |
| 3 He | c are Pedro and Johnny. |
| 4 She | d are from my city. |
| 5 We | e am not at school. |
| 6 They | f isn't my teacher. |

4 ★★ Write questions for the sentences in Exercise 3.

- 1 Am I at school?
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Days of the week

5 ★ Find the seven days of the week in the wordsquare.

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

Starter Unit

Months and dates. Ordinal Numbers

1 ★ Put the letters in order to make months.

- | | |
|---------------------|----------------------|
| 1 anJuyra
_____ | 5 emetbrpeS
_____ |
| 2 uyarbeFr
_____ | 6 cOtbroe
_____ |
| 3 lirpA
_____ | 7 removeNb
_____ |
| 4 guAtsu
_____ | 8 ermecDeb
_____ |

2 ★★ Which months are not in Exercise 1?

3 ★★ 01 Listen and **circle** the correct dates.

- 1 October 1 / 31
- 2 February 5 / 15
- 3 April 8 / 18
- 4 September 3 / 30
- 5 January 22 / June 22
- 6 May 10 / March 10
- 7 December 25 / November 25
- 8 August 5 / July 5

4 ★★★ 02 Listen and write the dates.

- | | |
|--------------------|---------|
| 1 <u>January 6</u> | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

Countries, nationalities and languages

5 ★ Match the countries with the languages.

- | | |
|-------------|--------------|
| 1 Japan | a English |
| 2 Brazil | b Polish |
| 3 Australia | c Spanish |
| 4 Morocco | d Japanese |
| 5 Poland | e Portuguese |
| 6 Colombia | f Arabic |

6 ★★ Write the nationalities.

- 1 Maria Sharapova's from Russia. She's Russian.
- 2 Justin Bieber's from Canada. He's _____.
- 3 Nicole Kidman's from Australia. She's _____.
- 4 Robert Pattinson's from the UK. He's _____.
- 5 Cristiano Ronaldo's from Portugal. He's _____.
- 6 Lady Gaga's from the USA. She's _____.

7 ★★★ Complete the sentences about the famous people. Use the Internet to find the information.

- 1 Rihanna is from the USA. She's an American singer. Her language is English.
- 2 Neymar and Kaká are footballers from _____. They are _____ football players. Their first language is _____.
- 3 Antonio Banderas is an actor from _____. He speaks _____ and _____.
- 4 Simon Baker, the actor in *The Mentalist*, is from _____. He's a Hollywood actor in America, but he's not _____.
- 5 Agnieszka Radwańska is a tennis player from _____. Her first language is _____.

Speaking review

8 ★ Complete the conversation with the words in the box.

repeat course spell ~~right~~ Sorry



- A: So, your first name is Alex, ¹ right ?
- B: Yes, that's right.
- A: And what's your surname?
- B: Gallagher.
- A: ² _____ ? Can you ³ _____ that, please?
- B: Yes, of ⁴ _____. It's Gallagher.
- A: How do you ⁵ _____ that?
- B: G-A-L-L-A-G-H-E-R.

1 People



General and specific competences from the curriculum explored in this unit:

1. Understand oral messages in different communication situations

- 1.1. Identify essential information from short oral fragments related to predictable everyday situations, when the utterances are clear and slow-paced
- 1.2. Identify the general meaning of real-time oral messages, when the utterances are clear and slow-paced
- 1.3. Identify the meaning of plain and clearly articulated oral exchanges, when the interlocutor provides assistance in order to facilitate comprehension
- 1.4. Engage with the recognition and use of specific cultural and social elements

2. Speak in different communication situations

- 2.1. Give a short presentation based on images of regular/familiar contexts
- 2.2. Give a simple presentation on a person/character
- 2.3. Give suitable answers in certain contexts using simple conversational formulas (greetings, introductions, thanks, instructions)
- 2.4. Participate in short oral interactions with the support of the others speakers
- 2.5. Show willingness to participate in a dialogue

3. Understand written messages in different communication situations

- 3.1. Identify information from panels and signs displayed in public places for navigational purposes
- 3.2. Select information from a clearly-structured text (newspaper articles, simple digital media articles, brochures), in which numbers and names play an important role
- 3.3. Identify detailed information from different text types
- 3.4. Show curiosity for guided reading

4. Write messages in everyday communication situations

- 4.1. Write short, simple messages in contexts for immediate communication
- 4.2. Present an activity in written form, using linking devices (*and, but, because*)
- 4.3. Write simple, short texts on familiar topics
- 4.4. Show willingness to exchange written messages

1 People

Vocabulary

Family and friends

1 ★ Find 11 more words for people in your life in the wordsquare.

t	e	a	m	m	a	t	e	b	u	n	g
e	c	o	u	s	i	n	o	r	n	e	r
a	r	c	n	o	n	a	h	o	c	p	a
m	g	l	d	a	p	p	c	t	l	g	n
x	r	a	p	d	f	y	x	h	e	t	d
c	a	s	y	m	a	r	r	e	l	a	d
a	n	s	i	s	t	e	r	r	a	n	a
u	d	m	z	t	h	n	s	g	o	d	d
n	m	a	k	l	e	t	m	u	m	d	h
t	a	t	i	a	b	g	s	n	l	a	n
x	b	e	s	t	f	r	i	e	n	d	r

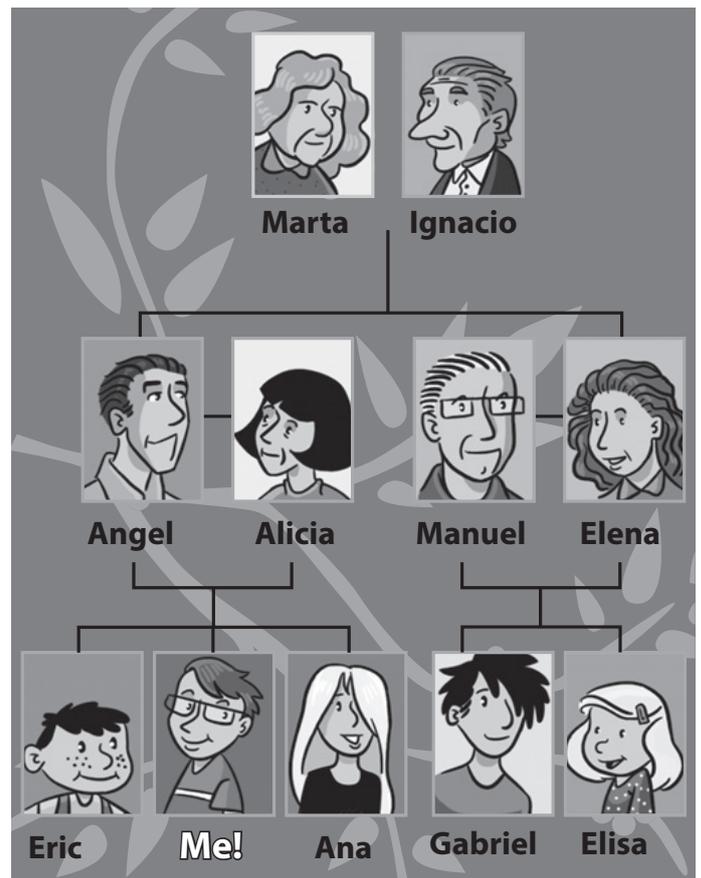
2 ★★ Complete the sentences. Use words from Exercise 1.

- 1 My mother's father is my granddad.
- 2 Your aunt's son is your _____.
- 3 The other people in his football team are his _____.
- 4 Her dad's brother is her _____.
- 5 My class teacher's students are my _____.
- 6 Your favourite person to be with is your _____.

3 ★★★ Complete the sentences with 's and a family word.

- 1 My dad 's mum is my grandma.
- 2 My sister _____ is my dad.
- 3 My mum _____ is my aunt.
- 4 My cousin _____ is my uncle.
- 5 My mum _____ is my grandma.
- 6 My dad _____ is my granddad.

4 ★★ Look at the family tree. Write the correct family words.



- 1 Ana is my sister.
- 2 Gabriel and Elisa are my _____.
- 3 Elena is my _____.
- 4 Marta is my _____.
- 5 Alicia is my _____.
- 6 Eric is my _____.
- 7 Manuel is my _____.
- 8 Ignacio is my _____.

5 ★★★ Draw your family tree and add names. Write at least five sentences about your family.

Jane and Katie are my cousins.

Language focus 1

have got: affirmative and negative

1 ★ **Circle** the correct words in the grammar table.

1	I, You, We, They have / has got brown hair.
2	He, She, It have / has got green eyes.
3	I, You, We, They haven't / hasn't got red hair.
4	He, She, It haven't / hasn't got blue eyes.

2 ★ **Circle** the correct words.

I ¹ **ve got** / 's got a big family. I ² **ve got** / 's got one brother and two sisters. My brother ³ **ve got** / 's got a girlfriend. My parents ⁴ **has got** / **have got** a lot of brothers and sisters, so we ⁵ **ve got** / 's got twelve cousins – all boys! We ⁶ **haven't got** / **hasn't got** a big house, so for family parties everyone visits our grandparents. They ⁷ **'s got** / **ve got** a great house for parties!

3 ★★ **Write the correct form of have got in the sentences.**

- We **ve got** _____ (✓) 120,000 hairs on our head.
- You _____ (X) a mobile phone. No problem! Tom Cruise _____ (X) a mobile phone OR a computer.
- Cristiano Ronaldo _____ (X) one car. He _____ (✓) 18 cars at the moment!
- I _____ (✓) blue eyes but my mum and dad _____ (X) blue eyes. Their eyes are brown. My grandma _____ (✓) blue eyes.

have got: questions and short answers

4 ★ **Circle** the correct word for each question. Match the questions with the answers.

- | | |
|---|---------------------|
| 1 Have / Has you and I got a mobile phone? | a Yes, it has. |
| 2 Have / Has your grandparents got a car? | b No, he hasn't. |
| 3 Have / Has Paris got a metro? | c Yes, I have. |
| 4 Have / Has you got a bike? | d Yes, we have. |
| 5 Have / Has Lady Gaga got blue eyes? | e No, they haven't. |
| 6 Have / Has Marc Gasol got a sister? | f No, she hasn't. |

5 ★★ **Complete the question about each picture. Write the correct answer.**



1 A: Have you got fair hair?

B: No, I haven't.



2 A: _____ they _____ curly hair?

B: _____



3 A: _____ we _____ a dog?

B: _____



4 A: _____ your cousin _____ long, dark hair?

B: _____

Explore adjectives

6 ★★ **Circle** the correct words.

- Lionel Messi is a footballer. He's very **good** / bad.
- I'm from Russia. It's a very **big** / **small** country.
- Your English is very good. You're **lucky** / **unlucky**.
- This is my new mobile phone. I love it! I'm really **happy** / **unhappy** with it!
- Shhh! Be **quiet** / **noisy**!

7 ★★★ **Complete the sentences with the opposite of the adjectives in the box with un-.**

tidy ~~happy~~ healthy usual

- Poor Bob! He's really unhappy because he doesn't understand!
- Wow! Your shoes are very _____ – they're yellow and blue.
- This is my bedroom. It's very _____. Sorry.
- Burgers are very _____.