## MINISTERUL EDUCAȚIEI



Excellent

Acest manual este proprietatea Ministerului Educației.
Acest proiect de manual școlar este realizat în conformitate cu Programa școlară aprobată prin Ordinul ministrului educației naționale nr. 3393 / 28.02.2017.

119 - numărul de telefon de asistență pentru copii

Manualul școlar a fost aprobat de Ministerul Educației prin ordinul de ministru nr.
Manualul este distribuit elevilor în mod gratuit, atât în format tipărit, cât și în format digital, și este transmisibil timp de patru ani școlari, începând din anul școlar 2022-2023.
Inspectoratul Școlar
Școala/Colegiul/Liceul

ACEST MANUAL A FOST FOLOSIT DE:

| Anul | Numele elevului | Clasa | Anul școlar | Aspectul manualului* |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | format tipărit |  | format digital |  |
|  |  |  |  |  |  |  |  |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |

* Pentru precizarea aspectului manualului se va folosi unul dintre următorii termeni: nou, bun, îngrijit, neîngrijit, deteriorat.
* Cadrele didactice vor verifica dacă informațiile înscrise în tabelul de mai sus sunt corecte.
* Elevii nu vor face niciun fel de însemnări pe manual.


## Referenți:

Profesor universitar doctor Teodora lordăchescu - Departamentul de filologie, Facultatea de Istorie și Filologie,
Universitatea „1 Decembrie 1918", Alba-Iulia
Profesor gradul I Laura Larisa Popa - Școala gimnazială „Axente Sever", Aiud

## Limba modernă 1 - Limba engleză

## Clasa a V-a

Autori: Sandy Zervas, Catherine Bright, Jayne Croxford, Graham Fruen
Coordonator editorial: Mariela Spasova
Redactori: Elena Stareva, Ioana Adam
Tehnoredactor: Svetlana Koeva
Ilustrații: Joanna Berna, Anna Hancock, Stuart Holmes, Adam Linley, Keri Green, Jim Peacock, Alan Rowe, Dardenelle Studios

ISBN 978-619-7073-56-0


Manualul este rezultatul colaborării dintre Pearson și Excellent English Education.
Prelucrare după: Wider World Starter Student's Book, Wider World Starter Workbook, GoGetter 2 Student's Book © Pearson Education 2019

Ediție publicată sub licență. Ediția originală a fost publicată pentru prima dată în 2019 de Pearson Education Limited.
Ediție originală © Pearson Education Limited 2019
Ediție românească © Excellent English Education 2022
Distribuit exclusiv de Excellent English Education, un imprint al S.A.N.-PRO
Toate drepturile asupra acestei lucrări sunt rezervate editurii Pearson Education Limited. Nicio parte a acestei lucrări nu poate fi reprodusă, stocată ori transmisă, sub nicio formă (electronic, mecanic, fotocopiere, înregistrare sau altfel), fără acordul prealabil scris al editurii Pearson Education Limited si S.A.N.-PRO.

## Limba modernă 1 Limba engleză Clasa a V-a

## Printed Student's Book + Digital Student's Book (consistent with the printed version) Manualul în varianta tipărită + Manualul în varianta digitală (conformă cu varianta tipărită)

- Eight units plus a Starter unit
- Clear lesson objectives (I can...)
- Thorough vocabulary learning programme with motivating presentations and helpful vocabulary sets
- Three types of grammar modelling (video drama, grammar animation and comic strip) providing meaningful context in grammar lessons
- Separate skills lessons that also provide a step-by-step approach
- Communication lessons using video or audio modelled dialogues
- Reading and Speaking lessons with engaging and ageappropriate texts in different genres
- Listening and Writing lessons with listening comprehension activities and clear writing models
- Revision/Self-Check with Self-Assessment tool after every unit
- Culture lessons with videos plus related projects
- Mid-Year and End-of-Year Tests for cumulative assessment
- Additional CLIL lesson for every unit at the back of the Student's Book
- Wordlist
- Opt unități plus o unitate introductivă
- Obiective clare pentru fiecare lecție (I can...)
- Abordare detaliată a vocabularului, însoțită de prezentări motivante și seturi de cuvinte pentru facilitare
- Trei tipuri de încorporare a elementelor de gramatică (dramatizare video, animații și benzi desenate) care furnizează contexte relevante pentru lecțiile de gramatică
- Lecții separate dedicate fiecărei abilități, care propun o abordare de tip pas-cu-pas
- Lecții de comunicare care utilizează dialoguri audio sau video dedicate
- Lecții de Reading and Speaking cu texte antrenante și adecvate vârstei, din diverse genuri
- Lecții de Listening and Writing care cuprind activități de înțelegere și modele clare de redactare
- Secțiuni de Recapitulare și Autoevaluare după fiecare unitate
- Lecții care ilustrează elemente de specific cultural însoțite de suport video plus proiecte relevante
- Evaluare intermediară și sumativă
- Lecții CLIL pentru fiecare unitate, adăugate la finalul manualului
- Listă de cuvinte

The digital book contains the following types of activities / Manualul digital conține următoarele tipuri de activități:


## Coursebook tour / Instrucțiuni de utilizare a manualului



Grammar is presented through engaging drama video. The real-life dialogues provide a natural context for new language. The lesson can also be taught using the audio track only. / Elementele de gramatică sunt introduse prin intermediul dramatizărilor video. Dialogurile autentice oferă un context natural pentru elementele de limbă noi. Lecția poate fi parcursắ și folosind numai pista audio.
 from the video are included in Out of class boxes. / Expresiile folosite în comunicarea uzuală și cele din videoclipuri sunt incluse în segmentele Out of class.

Grammar tables highlight target structures. / Tabelele cu elemente de gramatică ilustrează structurile vizate.

Humorous video animations bring the grammar to life. / Animațiile amuzante dau viață elementelor de gramatică.

Fun pronunciation activities focus on different sounds and help students improve their pronunciation. / Pronunția este exersată prin activități amuzante care au în vedere diferite sunete și care facilitează îmbunătățirea pronunției.

## Language

 consolidation based on personalised engaging context. / Consolidarea elementelor de limbă se bazează pe contexte antrenante personalizate.

Humorous grammar animations motivate students to focus on new structures and give them real enthusiasm for learning. / Animațiile amuzante care ilustrează notiunile de gramatică motivează elevii și stârnesc entuziasmul pentru învățare.

Personalisation activities allow students to use the new grammar to talk about themselves. / Activitățile personalizate permit elevilor să folosească noile structuri gramticale pentru a vorbi despre ei înșiși.

## Regular songs and

 chants are a fun way of consolidating new language./ Utilizarea constantă a cântecelor ajută la consolidarea cunoștințelor nou acumulate.

## Coursebook tour / Instrucțiuni de utilizare a manualului



Students explore a culture topic linked to the unit theme./ Elevii explorează o temă culturală legată de continutul unitătii.

Authentic content about real places and events. / Conținut autentic despre locuri și evenimente reale.


Additional CLIL (Content and Language Integrated Learning) lessons are integrated into the syllabus and tailored to the content of each unit. / Lecțiile de tip CLIL (Content and Language Integrated Learning) sunt integrate în parcursul manualului și legate de conținutul fiecărei unități.

Opportunities are always provided for learners to be creative in the medium of English. / Manualul oferă constant oportunitățic ca elevii săși exerseze creativitatea prin intermediul limbii engleze.




General and specific competences from the curriculum

1. Understanding oral messages in everyday communication situations
1.1. Identifying the overall meaning of clearly articulated everyday messages and dialogues
1.2. Identifying the meaning of clearly articulated everyday verbal exchanges with clarification from the speaker
1.3. Developing interest in specific aspects of the culture of the language studied
2. Oral production in everyday communication situations
2.1. Describing people / characters in a simple way
2.2. Establishing social interaction based on simple conversational formulas (greetings, introductions, thanks, instructions)
2.3. Expressing preferences
2.4. Showing willingness to participate in a dialogue
3. Understanding written messages in everyday communication situations
3.1. Identifying information from panels and signs displayed in public places for navigational purposes
3.2. Selecting information from a short text accompanied by illustrations
3.3. Identifying information in simple written messages from friends or peers
3.4. Showing curiosity for reading navigational texts
4. Production of written messages in everyday communication situations
4.1. Writing short, simple messages
4.2. Describing aspects of daily life (people, places, school, family, hobbies), using short sentences
4.3. Showing willingness to exchange simple written messages.

Competențe generale și specifice din programa școlară

1. Receptarea de mesaje orale în situatiii 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 î care interlocutorul oferă ajutor pentru a facilita îțelegerea
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, însotitit 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 vietiii cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte
4.3. Manifestarea disponibilitatții pentru schimbul de mesaje scrise simple

| GET STARTED | 0.1 HOW DO YOU SPELL THAT? The alphabet; spelling words/names; simple introductions © Hello! pp. 10-11 0.2 NUMBERS AND COLOURS Numbers $0-100$; articles $a / a n$, the; colours pp. 12-13 |  |  |
| :---: | :---: | :---: | :---: |
| UNIT/TOPIC COMPETENCES | VOCABULARY | GRAMMAR | GRAMMAR |
| 1 FAMILY AND FRIENDS 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 <br> Get Grammar! <br> It's Granny's birthday! <br> pp. 20-21 | to be questions and short answers <br> Get Grammar! <br> pp. 22-23 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 27 |  |  |
| 2 IN THE HOUSE <br> My world <br> 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 <br> 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3 | Rooms and things in the house <br> pp. 28-29 | there is / there are affirmative <br> Prepositions of place <br> Pronunciation: /i/, /iz/ <br> © There's a phone on the sofa! <br> pp. 30-31 | there is / there are negative, questions and short answers <br> Get Grammar! <br> pp. 32-33 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 37 |  |  |
| CULTURE | Houses in the UK Hampton Court Palace Project: A digital presentation Houses in my area pp. 38-39 |  |  |
| 3 ABOUT ME <br> People • Characters World and tales • Books <br> 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 <br> 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3 | Face, eyes and hair Possessive 's <br> pp. 40-41 | have got affirmative and negative Get Grammar! <br> Vocabulary: Parts of the body I haven't got big feet! <br> pp. 42-43 | have got questions and short answers <br> Get Grammar! <br> Possessive adjectives <br> Pronunciation: /h/ <br> pp. 44-45 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 49 |  |  |
| 4 THINGS ICAN DO <br> Spare time <br> 1.1, 1.2, 1.3 / 2.1, 2.2, 2.4 <br> 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3 | Action verbs <br> pp. 50-51 | can (ability) affirmative and negative Get Grammar! <br> Vocabulary: Collocations with make, play, ride <br> Pronunciation: /ae/, /a:/ I can fix it! <br> pp. 52-53 | can (ability) questions and short answers <br> Get Grammar! <br> pp. 54-55 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 59 |  |  |
| CULTURE | Young London ⓡee time activities Project: A leaflet Fun things to do in... pp. 60-61 |  |  |
| MID-YEAR TEST pp.62-63 |  |  |  |
| 5 MY DAY <br> Daily life • Going places <br> 1.1, 1.2 / 2.1, 2.2, 2.3, 2.4 <br> 3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3 | Daily activities <br> pp. 64-65 | Present simple affirmative <br> © Get Grammar! <br> Pronunciation: /s/, /z/, /iz/ <br> ©I listen to classical music. <br> pp. 66-67 | Adverbs of frequency <br> Get Grammar! <br> Vocabulary: Days of the week <br> pp. 68-69 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 73 |  |  |
| 6 ANIMALS <br> The natural world • Animals Pets $\begin{aligned} & 1.1,1.2,1.3 / 2.1,2.2,2.3,2.4 \\ & / 3.1,3.2,3.3 / 4.1,4.2,4.3 \end{aligned}$ | Wild animals <br> pp. 74-75 | Present simple negative Get Grammar! <br> Vocabulary: Pets <br> Pronunciation: /s/ <br> © I don't like cats! <br> pp. 76-77 | Present simple questions and short answers <br> Get Grammar! <br> pp. 78-79 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 83 |  |  |
| CULTURE | Pets in the UK The London Zoo Project: A digital photo album My (ideal) pet pp. 84-85 |  |  |
| 7 FUN WITH FOOD <br> Food and drink • Shopping Festivals <br> 1.1, 1.2 / 2.1, 2.2, 2.4 / 3.2, <br> 3.3 / 4.1, 4.2, 4.3 | Food and drink <br> Pronunciation: /g/, <br> /d3/ <br> pp. 86-87 | Countable/uncountable nouns with a/an, some/any Get Grammar! <br> Vocabulary: Food and drink Are there any strawberries? <br> pp. 88-89 | Present continuous affirmative, negative, questions and short answers <br> Get Grammar! <br> I'm taking a photo. <br> pp. 90-91 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 95 |  |  |
| 8 HAVING FUN <br> Celebrations • Holidays <br> 1.1, 1.2, 1.3 / 2.1, 2.2, 2.3, <br> 2.4 / 3.1, 3.2, 3.3, 3.4 / 4.1, <br> 4.2, 4.3 | Events <br> Ordinal numbers <br> Dates <br> pp. 96-97 | Preferences love/like/don't like/hate + verb-ing <br> Get Grammar! <br> Object pronouns <br> Vocabulary: Holiday activities <br> Pronunciation: /r/ Let's go to summer camp! <br> pp. 98-99 | Wh-questions <br> Get Grammar! <br> pp. 100-101 |
| LANGUAGE REVISION | SELF-CHECK / SELF-ASSESSMENT p. 105 |  |  |
| END-OF-YEAR TEST | pp. 106-107 |  |  |
| CLIL | pp. 108-115 |  |  |
| WORDLIST | pp. 116-119 |  |  |
| EVALUATION SHEET | 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 |
| :---: | :---: | :---: | :---: |
| Making introductions Nice to meet you! <br> p. 24 | Reading: A blog post <br> My family photo album <br> Speaking: Talk about interpersonal relationships <br> Vocabulary: Places <br> p. 25 | Listening: A radio show International Friendship Day! <br> Vocabulary: Countries and nationalities <br> Pronunciation: /v/, /b/ <br> Writing: A blog My best friend • Use capital letters <br> p. 26 | CLIL: ART <br> Families in art Vocabulary: Art <br> p. 108 |
| Asking for something and where it is <br> Where's the bathroom? <br> p. 34 | Reading: A short article My dream house <br> Speaking: Talk about household objects <br> Vocabulary: Household objects p. 35 | Listening: A description My bedroom Writing: A blog My bedroom <br> - Use apostrophes <br> p. 36 | CLIL: SCIENCE <br> Materials <br> Vocabulary: Materials <br> p. 109 |
| Apologising <br> © Sorry about that! <br> p. 46 | Reading: Personality quiz Speaking: Talk about personality Vocabulary: Personality adjectives <br> p. 47 | Listening: A dialogue <br> Writing: A paragraph My favourite character from <br> a book or a cartoon <br> - Use paragraphs <br> p. 48 | CLIL: LITERATURE Books Vocabulary: Personality adjectives <br> Project: A description A character from a book p. 110 |
| Asking for and giving permission (can/can't; may/may not) <br> Can I borrow your trainers? <br> p. 56 | Reading: A short article Sign language <br> Speaking: Try sign language Vocabulary: Language <br> p. 57 | Listening: Descriptions After-school clubs Writing: An add An after-school club <br> - Use and, but <br> p. 58 | CLIL: MUSIC Musical instruments Vocabulary: Musical instruments <br> p. 111 |
| Asking for and giving directions <br> Grammar: Prepositions of movement <br> © Is it far? <br> p. 70 | Reading: A city map Around town Speaking: Talk about places in town Vocabulary: Places in town Grammar: Prepositions of place p. 71 | Listening: Descriptions My typical weekend Writing: A blog My typical weekend <br> - Use before, after <br> p. 72 | CLIL: GEOGRAPHY <br> Going places Vocabulary: Months <br> p. 112 |
| Buying a ticket <br> Vocabulary: Money <br> © One ticket, please. <br> p. 80 | Reading: A short article Amazing animals! <br> Speaking: Talk about animals Vocabulary: Adjectives <br> p. 81 | Listening: A radio interview Pets Writing: An email to a friend <br> - Starting and ending an email <br> p. 82 | CLIL: SCIENCE <br> The natural world Vocabulary: Where animals live <br> p. 113 |
| Ordering food Anything else? <br> p. 92 | Reading: A short article The Pancake Day <br> Speaking: Game What's on your pancake? <br> p. 93 | Listening: Descriptions Breakfasts in my country Writing: A blog My breakfast <br> - Use so, because <br> p. 94 | CLIL: ART <br> Still life <br> Project: A digital presentation <br> A gallery tour <br> p. 114 |
| Making suggestions Let's do something fun! <br> p. 102 | Reading: A leaflet Top holiday tips Speaking: Plan your holiday Vocabulary: Holiday activities <br> p. 103 | Listening: Event photos <br> Writing: An invitation Please come to Amber's <br> 13th birthday party <br> -Writing an invitation <br> p. 104 | CLIL: SOCIAL SCIENCE <br> Customs and traditions in the UK Vocabulary: Celebrations Project: A poster New Year's Celebrations <br> p. 115 |

## GET STARTED!

## 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

## G Hello!



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 $\quad$ and Maths |
| 4 | Lucas |  |

2 Alex computers and
3 Lian
all 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 (11) 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


6 (11) Listen and tick ( $\checkmark$ ) the letters you hear.

| 1 | A | $\square$ | E | $\boxed{ }$ | I | $\square$ |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 2 | $G$ | $\square$ | J | $\square$ | C | $\square$ |
| 3 | W | $\square$ | U | $\square$ | Y | $\square$ |
| 4 | B | $\square$ | D | $\square$ | P | $\square$ |
| 5 | M | $\square$ | N | $\square$ | F | $\square$ |
| 6 | I | $\square$ | J | $\square$ | Y | $\square$ |

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


8 (14) Listen to the names. Complete the missing letters. Check with your partner.
1 HAILEY
2 B $\quad$ T__ $Y$
3 E AL
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.

## NUMBERS AND COLOURS

I can say numbers 0-100 and name basic colours.

## Meet Dug and Kit



1 (41) Listen and then read. Look at the picture. Circle the correct answer.
Dug / Kit is a superhero.
2 (41)) 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 _ ${ }^{\text {t }}$ |
| 3 t_r | 9 _in_ |
| 4 _o_r | 10 t |
| 5 f _ _ e | 11 _le__n |
| 6 _i_ | $120 t^{\prime}$ _ _v |

4 Write the answers in words.
1 six + six $=$ $\qquad$
2 eighteen - three = $\qquad$
3 two + eleven = $\qquad$
4 twenty - nine = $\qquad$
5 seventeen - three = $\qquad$
6 two + seven = $\qquad$
7 five + two = $\qquad$
8 sixteen-twelve = $\qquad$

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 <br> pink purple red white yellow |


| red | 9 | green |  |
| :---: | :---: | :---: | :---: |
| 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 a tree. | The tree is green. |
| It's an elephant. | The elephant is grey. |



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

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



## 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.


3


5


2


4

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 |  |
| 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

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 |
| :--- |
| $\mathbf{+}$ |
| 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 OUI:

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

1 d Can you repeat that, please?
$2 \quad \square$ Can you help me, miss?
$3 \square$ How do we say this word in English?
$4 \square$ 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.



1 Look at the words in the Vocabulary box. Then find the clothes in the picture.

| Vocabulary | Clothes |  |
| :--- | :--- | :--- |
| cap | coat | dress |
| jacket | jeans | shoes |
| skirt | T-shirt | top |
| tracksuit | trainers | trousers |

2 (11)) Listen and circle the word you hear.
1 -shirt/skirt
2 jacket / jeans
3 trainers / trousers
4 shoes / dress
5 cap/coat
6 top / tracksuit

## The $T$-shirt is blue.

The shoes are black.
The jeans are blue.

Watch OUT!

3 Complete the table with the words in the Vocabulary box.


4 Complete the sentences with is or are. Then look at the picture. Add a tick $(\checkmark)$ for yes or put a cross ( $X$ ) for no.
$1 \quad$ The tracksuit is brown.
$2 \square$ The trainers $\qquad$ red.

3
$\square$ The dress $\qquad$ yellow.
4 The trousers $\qquad$ black.

5 Look at your clothes and tell a partner. My jeans are blue, my T-shirt is green and white and my trainers are red.

6 Choose a student from your class and name his or her clothes. Ask your partner to guess.
A: White T-shirt, blue skirt.
B: It's Laura!


## © Get Grammar!



7 Study the Grammar box. Circle the correct answer.
1 This /These are your trainers.
2 This / These is my shirt.
3 This / These are my shoes.
4 That / Those T-shirts are new.
5 That / Those is my coat.
6 That / Those jeans are big.
Look at the words in the Vocabulary box. Match them with their opposites.

| Vocabulary Adjectives |
| :--- | :--- |
| big boring cool long new |
| old short small |

big
old
boring
new
song
small
cool

9 In pairs, talk about the clothes. Use adjectives in the Vocabulary box and this, that, these or those.


A: How about the $T$-shirts?
B: This T-shirt is cool. That T-shirt is boring.

10 Make lists of clothes you wear at school and at the weekend.


## FAMILY AND FRIENDS

## TOPICS

- Personal profile
- Interpersonal relationships


## VOCABULARY

- Family
- Countries and nationalities
- Places


## GRAMMAR

- to be affirmative and negative
- to be questions and short answers
- possessive's

Grammar: It's Granny's birthday!


## Grammar animations:

to be affirmative and negative to be questions and short answers


## Communication:

Nice to meet you!


1 Read these words. What do they mean?
brother dad daughter grandad granny mum sister son


2 (11) Listen and repeat. Complete the family words. Use the Vocabulary box to help you.
Vocabulary Family
mother mum father dad parents
grandfather grandad grandmother
granny son daughter brother sister
aunt uncle cousin

| He | She |
| :--- | :--- |
| father | mother <br> grandmother <br> son |
| sister | cousin |

3 Match 1-4 to a-d.

| 1 | father | a grandad |
| :--- | :--- | :--- |
| 2 | grandmother | b |
| 3 | dad |  |
| 4 | mother | c granny |
| 4 | d mum |  |

> Paul = Mark's father
> Lucy $=$ Rose's daughter

## Watch OUT!

4 Look at the family tree on page 18 and write the names.

1 Mark's grandfather
John
2 Mark's sister $\qquad$
3 Mark's aunt $\qquad$
4 Mark's cousins


5 Mark's grandmother $\qquad$
5
Look at the family tree again. Complete the sentences. Use the names below.

Mark's Julia's Rose's
Tom's Paul's Peter's
1 Peter is Mark's uncle.
2 Julia is $\qquad$ sister.

3 David is $\qquad$ son.
4 Anna is $\qquad$ daughter.

5 John and Agatha are $\qquad$ parents.
6 Lucy is $\qquad$ cousin.

6 (10)) Listen and circle $T$ (true) or F (false). Then listen again and check your answers.


1 T/®


3 T / F


5 T / F


2 T / F


4 T / F


6 T / F

7 Draw your family tree. Write the names of the people from your family.


## G It's Granny's birthday!

Today is Sophie's birthday. She is seventy years old. Sophie is Jen and Alex's grandmother. They are at her house.



Alex: It's aunt Megan!
Megan: Hello, Alex! Hold this, please!
Be carefu! It's Granny's birthday cake.
Alex: It's OK. I've got it!


1 Watch or listen, then read the extract from the video. Answer the question.
How old is Jen and Alex's granny today?
2 Read the sentences. Circle T (true) or F (false). Correct the wrong sentences.
1 Granny isn't very happy.
T/
2 Granny's name is Sophie.
3 There's a present for Alex in the box.
4 Dad is Megan's brother.

T / F
T/F
T / F

3 Find these expressions in the story.
Hold this, please!
Be careful! l've got it!

## OUT of class

4 Class voti Jen and Alex's mum says 'Oh, no!' Why? Have a class vote.
Choose: $a, b$ or $c$. Then watch or listen and check.
a The cake is a mess.
b It's not Granny's cake.
c A mouse is in the box.

| Grammar $\quad$ to be affirmative |  |
| :--- | :--- |
| Long form | Short form |
| I am eleven. | l'm eleven. |
| You are eleven. | You're eleven. |
| He/She/lt is eleven. | He/She/It's eleven. |
| We are eleven. | We're eleven. |
| You are eleven. | You're eleven. |
| They are eleven. | They're eleven. |

## © Get Grammar! <br> 

| Grammar $\quad$ to be negative |  |
| :--- | :--- |
| Long form | Short form |
| I am not ten. | I'm not ten. |
| You are not ten. | You aren't ten. |
| He/She/lt is not ten. | He/She/lt isn't ten. |
| We are not ten. We aren't ten. <br> You are not ten. You aren't ten. <br> They are not ten. They aren't ten. |  |

5 Find the sentences in the story. Write the missing word.
1 They are at her house.
2 'I so happy!'
3 'You here!'
4 'lt $\qquad$ granny's birthday cake.'
5 'We $\qquad$ ready for the cake!'

6 Circle the correct answer.
1 You are/ is ready.
2 I is / am here.
3 We am / are happy!
4 It are / is a present for you.
5 Jen and Alex is / are at Granny's house.
7 Read and complete with am, are or is.


My name ${ }^{1}$ is Lian and $I^{2}$ twelve years old. Alex and I 3 best friends and classmates. Jen ${ }^{4}$ ten years old. We ${ }^{5}$ friends, too.

8 Write negative sentences. Use the long form of the verb to be.

1 Granny is 80 . Granny is not 80 .
2 Granny's name is Megan.
3 Dad is Sophie's brother.
4 Megan is Mum's sister.
5 It is Dad's cake.
9 Rewrite the sentences in exercise 8. Use the short form of the verb to be. Then correct the false sentences.
1 Granny isn't 80. She's 70.

10 Read the poem. Make changes to talk about a friend or classmate.


I'm twelve today, Hip, hip, hooray! Let's have a break And eat some cake!

Kelly's thirteen today ...


## The Terrific Two - Dug's new suit



## Word list

## GET STARTED

Numbers 1-20
1 one /w^n/
2 two /tu:/
3 three / $\theta$ ris/
4 four /fo:
5 five /faiv/
6 six /siks/
7 seven /'sevən/
8 heigt /eit/
9 nine /nain/
10 ten /ten/
11 eleven /I'levən/
12 twelve /twelv/
13 thirteen / $\theta$ s.'timn/
14 fourteen /,for'tirn/
15 fifteen /ffiftizn/
16 sixteen /,siks'tixn/
17 seventeen /,sev ən'tizn/
18 eighteen/,er'tirn/
19 nineteen /,nain'tixn/
20 twenty /'twenti/
Numbers 10-100
10 ten /ten/
20 twenty /'twenti/
30 thirty /'Ө3:ti/
40 forty /'foxti/
50 fifty /'fifti/
60 sixty /'siksti/
70 seventy /'sevənti/
80 eighty /'erti/
90 ninety /'nainti/
100 a hundred /ə'h^ndrad/

## Colours

black /blæk/
blue /blua/
brown /bravn/
green /grixn/
grey /grei/
orange /'brənd3/
pink /pink/
purple /'pз:pal/
red /red/
white /wart/
yellow /'jeləu/
In my bag
book /bvk/
pencil /'pensal/
notebook /'nəutbuk/
pen /pen/
ruler /'ru:lə/
sandwich /'san(d)wid3/

## Classroom objects

bin /bin/
board /boxd/
chair /tfea/
clock /klok/
desk /desk/

## Clothes

cap /kæp/
coat /kəut/
dress /dres/
jacket /'dzækət/
jeans /dzimz/
shoes /Ju:z/
skirt /sk3it/
T-shirt /'tix J3it/
top /tpp/
trainers /'treinəz/
tracksuit /'traksuit/
trousers /'trauzəz/

## Adjectives

big /big/
boring /'borrin/
cool /kuil/
long /lon/
new /nju:/
old /əuld/
short /Joit/
small /smoil/

## EXTRA

best friend /,best 'frend/
clever /'kleva/
computer (game) /kəm'pjuitə geim/ colour /'k^la/
cupcake /'k^pkeik/
double /'d^b(ə)l/
elephant /'eləfənt/
flamingo /flə'mingəv/
flower /'flava/
grass /grass/
hobby /'hobi/
lemon /"lemən/
like /lıık/
Maths /maӨs/
music /'mju:zik/
number /'n^mba/
pond /pond/
school /skuil/
skateboarding /'skertbordin/
sky /sk^i/
sport /sport/
superhero /'su:pəhiərəu/
tree /triz/
weekend /wisk'عnd/
zebra /'zebra,'zirbra/

## 1 FAMILY AND FRIENDS

## Family

aunt /art/
brother /'br^ðə/
cousin /'k^zən/
dad /dæd/
daughter /'dostə/
family /'fæmali/
father /'fa:ðə/
grandfather/grandad /'grænd,fa:ðə/ 'grændæd/
grandmother/granny /'græn,m^ðə/ 'græni/
mother /'m^ðəə/
mum /m^m/
parents /'pearənts/
sister /'sista/
son /s^n/
uncle /'^ŋkəəl/

## Countries and nationalities

American /ə'merəkən/
British /'britti//
country /'k^ntri/
China /'tJainə/
Chinese /tfai'nizz/
France /fra:ns/
French /frents/
Romania /rəv'meiniə/
Romanian /ru'meiniən/
Spain /spein/
Spanish /'spæni//
the UK / ठә ju: 'kei /
the USA / ठә ju: es 'ei/
Turkey /'tz:ki/
Turkish /'tziki//

## Places

(on) holiday /'hblədei/
(at) home /'həum/
(in the) park /'paik/
(at) school /'skuil/

## CLIL: Art

art /art/
artist /'axtist /
children /'tfildrən/
painting /'peintin/
people /'pixpal/
picture /'piktfa/

## EXTRA

Are you sure? /ax jui fva/
Be carefu!! /,bi'keəfəl/
birthday /'bsiӨdei/
box /boks/
cake /kerk/
card /ka:d/
classmate /'kla:smeit/
fantastic /fæn'tæstık/
fat /fæt/
favourite /'feiv(ə)rit/
flag /flæg/
Hang on! /,hæŋ 'pn/
happy /'hæpi/
Hold this, please! /'həvld ðis „plizz/
I've got it! /,aiv got it/
Let's have a break! /lets hæv ə breik/
mouse /maus/
neighbour /'neiba/
Nice to meet you! /nars tu: mixt ju:/
present /'prezənt/
pet /pet/
photo /'Ғəutəu/
size /saiz/
suit /sjurt/
terrific /tə'rifik/
Thank you. /'Өaŋk ju:/
today /ta'dei/
too (small) /tu: (smoil)/

## 2 IN THE HOUSE

## Parts of the house

bathroom /'ba:Өrum/
bedroom /'bedrum/
door /do:/
floor /floz:/
garage /'gærid3/
garden /'gardn/
kitchen /'kitfən/
living room /"Ivin ru:m/
wall /woil/
window /'windəu/

## In the house

armchair /'a:mtJea/
bath /ba: $\theta$ /
bed /bed/
fridge /frid 3 /
sofa /'səufə/
table /'terbal/

## Household objects

carpet /'karpət/ cushion /'kufən/
lamp /læmp/ plant /pla:nt/ poster /'pəustə/ television (TV) /'teləə,VIzən (,tii: 'vis)/

## CLIL: Materials

cardboard /'kardbכrd/
glass/gla:s/
metal /'metl/
paper /'ретрә/
wood /'wud/
wooden /'wudn/

## EXTRA

another /ə'n^ðə(r)/
bad people /,bæd 'pirpal/
car /ka:/
carton of milk /'kart(ə)n əf milk/
competition /,kbmpə'tifən/
dream /drixm/
DVD /,dia vi: 'diz/
go /gəv/
good boy /'gud boi/
guest /gest/
Help! /'help/
hungry /'h^ngri/
I'd like ... /,ard 'lark/
inside /in'said/
ketchup /'ketfəp/
Let me show you. /'İt mi 'Jəv ju:/
maybe /'merbi/
mess /mes/
naughty /'no:ti/
really /'riali/
Not really. /,not 'riali/
juice /dzu:s/
perfect /'psifikt/
phone /fəun/
practice /'praktis/
rat /rat/
Right there! /rait 'ðeә/
silly /'sili/
street /strist/
sweets /swits/
There it is! //סeər It iz/
toy /toi/
upstairs /^p'ste:z/
Wait! /weit/

Yuck! /jNk/
yummy /'j^mi/

## 3 ABOUT ME

## Face

ears /iəz/
eyes /aiz/
mouth /mave/
nose /nəuz/
Hair
blond /blond/
curly /'k3sli/
dark /da:k/
spiky /'sparki/
straight /streit/
wavy /'wervi/
Parts of the body
arm /a:m/
body /'bodi/
fingers /'fingəz/
foot /fut/
hand /hænd/
head /hed/
leg /leg/
Personality adjectives
clever /'kleva/
friendly /'frendli/
funny /'fıni/
helpful /'helpfal/
nice /nais/

## CLIL: Personality adjectives

angry /'æŋgri/
kind /kaind/
nervous /'nərvas/
polite /pə'lart/
relaxed /rə'lakst/
sad /sad/
talkative /'toskətiv/

## EXTRA

a lot of /ə 'lot əv/
always /'כilwaz/
battery power /'bætəri „pavə/
dancing /'da:nsin/
do a quiz /, du: ə 'kwiz/
good at /'gud ət/
good student /,gud'stjuidənt/
group /gru:p/
Help me, please! /'help mi plizz/
Here you are. /hio jui az/
high /,hai/
home lover /'həum II^və/
homework /'həumw3:k/
house keys /haus ki:z/
How many? /,hau 'meni/
Hurry up! /,hari '^p/
It isn't my fault! /It, Izənt mai 'foilt/
joke /dzəuk/
like (this) /lark đis/
No problem. /nəひ 'probləm/
Oh, dear /əu diə/
Ouch! /aut//
party animal /,parti 'ænəməl/
person /'p3isən/
personality /,p3ısə'næləti/
robot /'rəubbt/
sometimes /'s^mtaimz/
Sorry about that! /'spri ə ə'bavt ðat/
Sorry, my mistake! /'sbri m^i mi'sterk/
speak to everyone /'spiak to 'Evriwın/
Stop it! /'stop it/
subject /'s^bd3ikt/
super power /'su:pə ,pava/
sweetie /'swisti/
tall /toil/
That's all right. /ðats دıl r^it/
time /taim/
usually /'juzzuali/

## 4 THINGS I CAN DO

## Action verbs

act /ækt/
cook /kuk/
dance /da:ns/
draw /dro:/
fix /fiks/
fly /flaz/
jump /dz^mp/
read /rixd/
ride /raid/
run /r^n/
sing /sin/
swim /swim/
write /rait/

## make, play, ride

make a poster /,merk ə'pəustə/
make cupcakes /,merk'k^pkerks/
play computer games/,plei
kəm'pjurtə geimz/
play football /,ples 'futboril/
play the piano /,plei ðə piænəə/
ride a bike /,raid ə 'baik/
ride a horse /, raid ə 'hors/
Language
hear /hiz/
language /'læŋgwid3/
learn /l3:n/
sign language /'sain,æŋŋgwid3/
speak /spixk/
special /'spefal/
CLIL: Musical instruments
acoustic guitar /ə'kusstik/ /gr'ta:/ drums /dr^mz/
electric guitar /I'lektrik/ /gr'ta:/
keyboard /'kirbsid/
violin /,varə'IIn/

## EXTRA

actor /'akta/
after-school /,ayfta 'skuil/
all day /as 'al 'dei/
anyway /'eniwei/
autograph /'כxtagraif/
be quick /bis 'kwik/
boat /bəvt/
borrow /'bbrəv/

## Word Fst

calculator／＇kalkjuleitə／
camera／＇kæmərə／
club／kl＾b／
come／k＾m／
drama／＇dra：mə／
excuse me／Ik＇skju：z miz／
famous／＇feiməs／
fast／fa：st／
genius／＇dzixniəs／
guys／gaiz／
I can＇t see a thing．／ai ，kaint ，six a＇日in／
I don＇t feel well．／ai＇dəunt fill wel／
important／Im＇portənt／
just／d3＾st／
Let me see ．．．／let mi＇siz／
letter／＇letə／
lovely day／，Iıvli＇dei／
Not again！／，not ə＇gen／
One minute，please．／，w＾n＇minət ，plizz／
pencil case／＇pensəl keis／
permission／pə＇mif（ə）n／
star／sta：／
tablet／＇tablit／
take a day off／＇teik ə＇dei df／
teach／tixt／／
teacher／＇tirtfa／
think／ $\mathrm{Om}_{\mathrm{I}} \mathrm{k} /$
video／＇vidiəu／
volleyball／＇volibsil／
What＇s wrong？／，wbts＇ron／
who／hu：／
word／w3：d／

## 5 MY DAY

## Daily activities

do my homework／，du：
mar＇həumws：k／
get up／，get＇$\wedge$ p／ go to bed／，gəv tə＇bed／ go to school／，gəu ta＇skuil／
hang out with my friends／hæn，avt wIð mai＇frendz／
have a shower／，hæv ə＇Javə／
have breakfast／，hæv＇brekfəst／
have dinner／，hæv＇dinə／
have lessons／，hæv＇lesənz／
have lunch／，hæv＇Innts／
listen to music／IIsən tə＇mju：zik／
tidy my room／，taidi mai＇rusm／
watch TV／，wots ，tix＇viz／

## Days of the week

Monday／＇m＾ndi／
Tuesday／＇tju：zdi／
Wednesday／＇wenzdi／
Thursday／＇O3：zdi／
Friday／＇fraidi／
Saturday／＇sætədi／
Sunday／＇s＾ndi／

## Places in town

bank／baŋk／
café／＇kafei／
cinema／＇sinimə／
hospital／＇hospit（ə）｜／
hotel／həu＇tદl／
library／＇lıibrrri／
museum／mju＇zizm／
restaurant／＇rest（ə）rbnt／
shop／／fpp／
stadium／＇steidiəm／
supermarket／＇su：pəmarkit／
theatre／＇Өiətə／

## CLIL：Months

January／＇dzænjuəri／
February／＇februәri／
March／maxtf／
April／＇eipral／
May／mei／
June／dzu：n／
July／dzu＇lai／
August／＇כ：gə st／
September／sep＇tembə／
October／bk＇təuba／
November／nəv＇vembə／
December／dr＇sembə／

## EXTRA

busy week／，bizi＇wi：k／
cartoons／ka：＇tu：nz／
classical music／，klæsikəl＇mju：zik／
Come on，guys！／，k＾m＇bn gaiz／
daily routine／＇derli rur＇tirn／
early／＇3：li／
every day／，evri＇dei／
free day／，fris＇dei／
get ready for school／get ，redi fə＇skuil／
go straight on／gəu streit pn／
grandparents／＇grænd，peərənts／
gym／d3im／
hours／avəz／
How about Tuesday？／，hav ə，bavt ＇tju：zdi／
in the evening／，in đi＇iivnın／
late for school／，lert fa＇skuil／
left／left／
life／larf／
live／IIv／
look for／luk＇fo：／
love／lıv／
Me too．／，mi＇tu：／
mean／mixn／
meet my friend／，mist mar＇frend／
never／＇neva／
often／＇bfən／
pancakes／＇pænkeiks／
right／r＾It／
science／＇s＾ıəns／
Seriously？／＇siəriasli／
survey／＇ssivei／
team／tirm／
turn／tz：n／
visit／＇vizət／

## 6 ANIMALS

Wild animals
bird／b3：d／
butterfly／＇bıtaflai／
crocodile／＇krokədail／
fish／fij／
fly／flai／
frog／frog／
giraffe／dza＇raif／
kangaroo／，kæクgə＇ru：／
lion／＇laiən／
monkey／＇mıクki／
snake／sneik／
spider／＇spaidə／
tiger／＇taiga／
whale／weil／

## Pets

cat／kæt／
dog／dpg／
goldfish／＇gəuld，fif／
hamster／＇hæmstə／
iguana／I＇gwa：nə／
parrot／＇pæəət／
rabbit／＇ræbət／
tortoise／＇toitəs／

## Adjectives

cute／kjuit／
dangerous／＇deindzərəs／
fast／fa：st／
slow／sləu／
strong／stron／
ugly／＇＾gli／

## CLIL：Where animals live

in a hole in the ground／in ə həul in ðə graund／
in a pond／in ə prond／
in the forest／in ðə＇fprist／
in the sea／in ðə siz／
in trees／In trizz／
on land／bn lænd／

## EXTRA

amazing／ə＇meizin／
aquarium／ə＇kwerriəm／
at 55 kilometres an hour／ət ，fifti，faiv
，kıləmi：təz ən＇avə／
at all／ət＇כıl／
at the weekend／ət ðə，wisk＇end／
because／br＇kbz／
before／bi＇fo：／
drink／drijk／
easy／＇izzi／
food／furd／
foreign language／，fprən＇længwid3／
guide／＇gaid／
hard work／，ha：d＇w3ik／
having fun／，hævin＇fın／
hour／avə／
hungry／＇h＾ŋgri／
I could eat a horse．／ai kəd irt ei hכ：s／
I don＇t mind！／ai ，dəunt＇maind／
I＇m allergic（to）／aim əl3：d3Ik（tə）／
information／infə＇meif（ə）n／
interview／＇intəvju：／
jump out／，dz＾mp＇avt／
kilo／＇ki：ləu／
leaves／lizvz／
litre／＇lixta／
look after a pet／，lvk ，a：ftər ə＇pet／
magazine／，mægə＇zi：n／
Oh，all right！／əu，，ııl＇rait／
player /'pleiə/
pass /pais/
Poor (dog)! /,po: ('dpg)/
pound /paund/
puppy /'p^pi/
relax /ri'læks/
reporter /ri'pJita/
sleep /slixp/
take the dog for a walk /,teak ðə , dpg fər ə 'wo:k/
ticket /'tikit/
together /tə'geðə/
win /win/
zoo /zu:/

## 7 FUN WITH FOOD

## Food and drink

apple /'ap(ə)l/
biscuit /'biskit/
bread /bred/
butter /'b^ta/
cereal /'siərıal /
cheese /tfixz/
chicken /ttJikin/
chips /tfips/
chocolate /'t tjok(ə)lət/
egg /عg/
flour /'flava/
fruit /fruit/
ham /hæm/
meat /mist/
pasta /'pastə/
potato /pə'teItəv/
rice /rais/
salad /'saləd/
sausage /'sbsid3/
strawberry /'stro:b(ə)ri/
sugar /'juga/
tomato /tə'ma:təu/
tuna /'tjuinə/
vegetable /'ved3təb(ə)I/
yoghurt /'jpgət/

## EXTRA

all over the world /ว:l əuvə ðə wəəld/
Anything else? /'zniӨin $\varepsilon$ ls/
ask for /arsk 'fo:/
at the moment /ət ðə 'mə $\begin{aligned} & \text { m(ə)nt/ }\end{aligned}$
banana /bə'na:nə/
celebrity /si'lعbrrti/
chat /'t5æt/
cottage cheese /'kntid3 t iiz/
cream /krism/
decorate /'dqkərest/
diary /'d^ıəri/
downstairs /daun'ste:z/
Good idea! /gud ^ı'dıə/
Go on! /gəu pn/
hamburger /'hambərgə/
horrible /'hbrib(ə)l/
ice cream /^ıs krism/
ingredient /In'grisdiənt/
interested in /'int(ə)ristid in/
jam /dzam/
laugh /laif/
lemonade /lzmə'neid/

Let's see! /lets 'si:/
look up /lvk ^p/
milk shake /'milk 'Jerk/
on top /bn 'top/
over there /'əuvə ðع:/
pan /pæn/
popular /'popjula/
put /put/
recipe /'resipi/
round /raund/
special /'sp\& $\int(ə)$ I/
surf the Internet /sarf đi'intənct/
take an order /'terk ən 'כıdə/
take a photo /teik ə 'łəutəu/
text a friend /ťkst ə frend/
That's a surprise! /'ðæts ə sə'pr^ız/
throw / $\operatorname{rr}$ ru/
turn on the oven /tərn pn đis ' $\operatorname{Av}(\partial) \mathrm{n} /$
unhealthy / $\wedge$ n'hel 1 Oi/
uniform /'ju:niform/
use /ju:z/
vegetarian /ved3I'terriən/
Wait a minute. /weit c 'minit/
waitress /'wertrəs/
What a disaster! /wit ə di'za:stə/
wrong /rby/

## 8 HAVING FUN

## Events

barbecue /'barbikju:/
concert /'kbnsət/
dance show /darns fəu/
fancy dress party /'fænsi 'dres 'pa:ti/
football match /'fotboil mat5/
picnic /'piknık/
play /plei/
sleepover /'slixpauva/
talent competition /'talənt
kbmpi'tif(ə)n/

## Ordinal numbers

first /farst/
second /sekənd/
third / $\theta$ ord/
fourth /fo: $\theta$ /
fifth /fife/
sixth /siks $\theta$ /
seventh $/ \operatorname{s\varepsilon v}(\partial) n \theta /$
eighth /ert $\theta$ /
ninth /'n^in $\theta$ /
tenth /tzn $\theta$ /
eleventh $/ \mathrm{I}^{\prime} \operatorname{Igv}(\partial) \mathrm{n} \theta /$
twelfth /twelf $\theta$ /
thirteenth /, $\theta$ ər'tixn $\theta /$
twentieth /'twentiə $\theta$ /
twenty-first /'twenti 'farst/
thirtieth /, $\theta$ ə'tiə ${ }^{\prime}$
Holiday activities
cooking /'kukin/
drawing /'drox(r)in/
hiking /'h^ıkin/
horse-riding /hoss 'raidin/
rock climbing /rok 'kl^ımin/
sailing /'seilin/
shopping /'JDpin/
sightseeing /'s^itsixin/
skiing /'skixin/
sunbathing /'s^n,beiđ̌ı/
surfing /'sarfin/
walking /wo:kin/
windsurfing /'win(d)səifin/

## CLIL: Celebrations

celebrate /'sclibreit/
clove /kləuv/
coal /kəul/
dried fruit /'dr^id 'fruit/
each other /'istf '^ðə/
evergreen /'Evagrixn/
firework /'f^ıəwəək/
gift /gift/
good luck /'gud lak /
hug /h^g/
loved one /'lavd wın/
New Year's Eve /nju: 'jızz ivv/
resolution /rezz'luif( $($ ) n/
twig /twig/

## EXTRA

accommodation /əkbmə'deIf(ə)n/
agree /a'griz/
beach /bitt/
bowling /'baulin/
brochure /'brəufə,brb'fva/
camp /kamp/
champion /'tfampiən/
channel /'tfan(ə)I/
couple /'k^p(ə)I/
Don't worry. /dəunt 'wari/
donkey /'dpŋki/
dramatic view /drə'matık vju:/
fan /fan/
gloves /glavs/
hiking /'h^Ikin/
ideal /^ídial/
inexpensive /Inık'spensiv/
intensive /In'tensiv/
invitation /nnvi'texJ(ə)n/
invite /in'vait/
lake /leik/
meal /mill/
mountain /'mauntin/
option /'bpf(ə)n/
perhaps /pə'haps/
price /pr^is/
prize /praiz/
pyjamas /pə'd3a:məz/
quiet village /'kw^ıət 'VIIId3/
recommend /rekə'mend/
something /'s^mӨin/
spectacular /spık'takjulə/
suggest /sə'd3est/
summer /'s^mə/
sunset /'sınset/
swimming pool /'swimin puil/
tech /tzk/
tennis player /'tenis 'pleiə/
That's true. /dats tru:/
train /trein/
unusual /^n'juizual/
wear a costume /'we: ə 'kdstjurm/ wet /wet/

## MODEL DE FIȘĂ DE OBSERVARE SISTEMATICĂ <br> A ACTIVITĂȚII ELEVILOR

| Fișă de observare a activității individuale a elevului |  |  |  |  |
| :--- | :---: | :---: | :--- | :--- |
| Numele elevului: |  | Data activității: |  |  |
| Elementele de <br> limbă utilizate: | Interesul și atenția <br> manifestate în cadrul <br> activitătiii: | Atitudinea față de <br> sarcina de lucru <br> alocată | Atitudinea faț̆ă <br> de colegi: | Exprimarea socială în cadrul <br> grupului (activități de tip <br> group/pair-work) |
|  |  |  |  |  |


| Fișă de observare a activităților de tip group/pair-work |  |  |  |
| :--- | :--- | :--- | :--- |
| Membrii grupului: | Frecvent | Rar | Deloc |
| Indicator |  |  |  |
| Fiecare din membrii grupului este implicat egal în rezolvarea sarcinii de lucru. |  |  |  |
| Fiecare din membrii grupului formulează idei clare referitoare la sarcina de <br> lucru. |  |  |  |
| În cadrul grupului, atitudinea predominantă este cea de cooperare și nu cea <br> de competiție. |  |  |  |
| Limba utilizată în cadrul grupului și pentru rezolvarea sarcinii este <br> predominant engleza (grupul nu deviază spre uzul total al limbii materne). |  |  |  |
| Membrii grupului acordă feedback colegilor. |  |  |  |
| Membrii grupului urmăresc cu atenție prezentarea rezultatelor celorlalte <br> grupuri. |  |  |  |
| Membrii grupului nu au reticențe cu privire la unii din colegii de grup. |  |  |  |

Original editions:
ISBN 9781292107455 , Wider World Starter Student's Book by Sandy Zervas and Catherine Bright, published by Pearson Education Limited © Pearson Education Limited 2019
ISBN 9781292178837, Wider World Starter Workbook by Tasia Vassilatou, Liz Kilbey, Catherine Bright snd Jennifer Heath, published by Pearson Education Limited © Pearson Education Limited 2019

ISBN 9781292393308, GoGetter 2 Student's Book by Jayne Croxford and Graham Fruen, published by Pearson Education Limited © Pearson Education Limited 2019

The right of Sandy Zervas, Catherine Bright, Jayne Croxford and Graham Fruen to be identified as authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.
All rights reserved. No part of this publication may be reproduced in any form or by any means (including photocopying or storing it in any medium by electronic means and whether or not transiently or incidentally to some other use of this publication) without the written permission of the copyright owner, except in accordance with the provisions of the Copyright, Designs and Patents Act 1988.

Applications for the copyright owner's written permission should be addressed to the publisher.

## Picture credit(s)

The Publishers would like to thank the following for their kind permission to reproduce their photographs:
123RF.com: 75, Alfred Hofer 109, Katarzyna Białasiewicz 36, Markus Gann 18, Noppharat Prathumthip 109, Oleg Troino 102, Olga Volodina 38, Pavel Losevsky 36, Suljo 111, Tatiana Shevchenko 102, Volodymyr Baleha 18, bengingell 18, furzyk 113, meinzahn 18, 19, nobilior 111, Danila Krylov 37, StockedHouseStudio 59, krasnoyarsk 27, mikelane45 59, stefanschurr 59, willyambradberry 59, Julio Aldana 56, Lance Bellers 56, domenicogelermo 86, donets 56, Danny Kosmayer 56, martm 96, mishoo 93, olegdudko 56, Oleksii Ovchynnikov 96, Chutikarn Wongwichaichana 56; Alamy Stock Photo: Art Heritage 108, Artepics 108, Blend Images 50, Elvele Images Limited 50, FineArt 108, Marka 24, Panther Media GmbH 58, pcruciatti 93, Vespasian 61, Yakov Oskanov 113, ADS 103, Paul Briden 103, imageBROKER 103, Jeff Morgan 103; BBC Worldwide Learning: 18, 18, 28, 28, 39, 39, 50, 50, 61, 61, 74, 74, 85, 85; Bridgeman Art Library Ltd: Gooseberries on a Table, 1701 (oil on paper mounted on wood), Coorte, Adrian (c.1660-1707) / Cleveland Museum of Art, OH, USA / Leonard C. Hanna, Jr. Fund /Bridgeman Images 114, Pears and Grapes on a Table; Poires et Raisins sur une Table, 1913 (oil on canvas), Gris, Juan (1887-1927) / Private Collection / Photo © Christie's Images / Bridgeman Images 114 , Still life of flowers and plants, by Michelangelo Merisi da Caravaggio (1571-1610), detail / De Agostini Picture Library / G. Nimatallah / Bridgeman Images 114, Still Life with Open Drawer, c.1879-1882 (oil on canvas), Cezanne, Paul (1839-1906) / Private Collection / Photo © Christie's Images / Bridgeman Images 114; Corbis: Sarah M. Golonka. Tetra Images 18, 11; Fotolia.com: Alexvav 14, Denis

Nata 65, Destina 35, Graletta 14, Jerome Romme 26, Karenkh 65, Kasto 26, Kav777 35, Kolesnikovserg 65, Lucky Dragon 65, Mat Hayward 25, 25, 25, 25, Monkey Business 58, Nikolai Sorokin 35, Olga Kovalenko 14, 14, Pakhnyushchyy 14, Photographee. eu 28, 29, SergiyN 24, Stormy 26, Ventil2 84; George Kaponay: 87; Getty Images: Hero Images 55, Jay Blakesbert/UpperCut Images 63, Steve Debenport 53, Westend61 58, fmajor 109, gbh007 50; Pearson Education Ltd: Gareth Boden 38, 60, Jon Barlow 10, 10, 10, 10, 10, 10, 14, 18, 18, 20, 20, 20, 20, 21, 24, $26,28,28,30,30,30,30,34,34,34,36,40,40,42,42,42,42$, $46,46,46,50,50,52,52,52,52,64,64,66,66,66,66,67,67$, $67,70,72,74,74,76,76,76,77,80,86,86,88,88,88,90,90$, 92, 92, 96, 96, 98, 99, 102, 102; Jules Selmes 18, 18, 19, 38, Lord and Leverett 19 Studio 8 20, 22, 30, 32, 42, 44, 12, 52, 54, 14, 66, 76, 98, 100; Photodisc: 10, 16, 18, 28, 40, 50, 64; Rex Features: Dreamworks 48, Dreamworks Animation / Pdi 48, Illumination Entertainment / Universal Pictures 48, Paramount 48; Shutterstock.com: 35, 74, 1000 Words 38, Africa Studio 50, 85, 114 , Albie Venter 74, AlexMaster 111 , Alexandre Zveiger 36, Ana Bokan 18, 19, Anan Kaewkhammul 74, Andreea Dragomir 113, Anetlanda 102, Angelo Ferraris 60, Anna Murahova Photo 60, Anneka 75, Ashwin 11, BBA Photography 113 , BlueSkylmage 24, 34, 46, 102, Bo Valentino 84, Carlos Caetano 40, David Evison 81, Diane Uhley 28, 29, Dragon Images 26, 48, 58, 72, 82; Eric Gevaert 113 , Eric Isselee 113,113 , Ewelina Wachala 28, 29, 29, 38, GeniusKp 109, Heijo 33, Hin255 74, Irin-k 75, Iryna Tiumentseva 99, John Michael Evan Potter 81, John Wollwerth 99, Kate Grishakova 76, Kazlova Iryna 39, Konstantnin 113, Kostikova Natalia 65, Ksenia Palimski 35, Lapina 26, Le Do 113 , LightField Studios 40, Marina Lohrbach 109, Maya Kruchankova 99, Methal 819 38, Michael Jung 79, Mogens Trolle 74, Monkey Business Images 98, My Good Images 113 , Oleksiy Mark 109, PT Images 18, 19, Pacific Northwest Photo 75, Pal Teravagimov 81, Palmer Kane LLC 47, Pepsco Studio 111, Photographee.eu 28, 29, 57, Praisaeng 84, Rafael Ramirez Lee 74, Rawpixel.com 99, Romaset 99, Ron Ellis 38, Santiago Cornejo 28, Senol Yaman 111, Sergey Peterman 25, 35, 57, 81, 108, 109, $111,112,113$, Sergio Gutierrez Getino 84, Shane Gross 74, Stephane Bidouze 74, Stuart Monk 18, Suat Gursozlu 35, Tupungato 38, Velora 75, WAYHOME studio 40, Walking-onstreet 109, Yeko Photo Studio 99, baranq 98, d1360, design56 14, dicogm 111, krumanop 50 , mooremedia 50 , patronestaff 38 , stockyimages 15 , Dean Drobot 27, Ditty_about_summer 59, Gelpi 63, Kiril Stanchev 27, Mike Flippo 59, SFROLOV 107, StudioSmart 37, Tyler Olson 27, YK 37, Dr.Margorius 114, Sergey Peterman 103, Larienn 96, Clari Massimiliano 94, pathdoc 94, Albina Tiplyashina 96; Tjalf Sparnaay: 114, 114.

## Cover Images: Front: Alamy Stock Photo: imageBROKER

## Illustrations

Joanna Berna (Pigeon) p. 51; Anna Hancock (Beehive Illustration) p. 16, 17, 40, 43, 51, 65, 67, 72, 81, 97, 109; Stuart Holmes(Illustration Web) p. 11, 14, 31, 57, 65; Adam Linley( Beehive Illustration) p. 57; Keri Green (Beehive illustration) p. 86, 89; Jim Peacock (Beehive Illustration) p. 31, 64, 65, 75, 77, 104, 108; Alan Rowe p. 12, 13, 22, 23, 32, 33, 44, 45, 54, 55, 68, 69, 78, 100, 101; Dardenelle Studios p. 10, 17, 21, 23, 31, 43, 45, 53, 55, 67, 69, 77, 79, 89, 91, 99.
All other images © Pearson Education

## Limba modernă 1 Limba engleză clasa a v-a

This course, based on the Wider World series, is the portal to a fascinating world of English language knowledge and skills for the 21st century learner. The combination of authentic and engaging videos from the BBC with Pearson's ELT expertise gives teenage learners everything they need to achieve their goals in the wider world.

## AUTHENTIC

Real-life dialogues with The Newmans family drama, fascinating cultural insights with BBC Culture videos and entertaining grammar animations provide inspiring content and motivate students to use English as it is really spoken.

## INTERACTIVE

Numerous opportunities for interaction with real-life content across print and digital formats allow students to develop their language skills at a deeper cognitive level.

## RELIABLE

Thoroughly researched and challenging content delivered within the 'Assessment for Learning' principles improves students' chances for exam success.


