Limbal Li



Sandy Zervas, Catherine Bright, Jayne Croxford, Graham Fruen



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Inspectoratul Şcolar
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ACEST MANUAL A FOST FOLOSIT DE:

Anul	Numele elevului	Clasa	Anul școlar	Aspectul manualului*			
				forma	t tipărit	forma	t digital
				la primire	la predare	la primire	la predare
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.

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Limba modernă 1 - Limba engleză

Clasa a V-a

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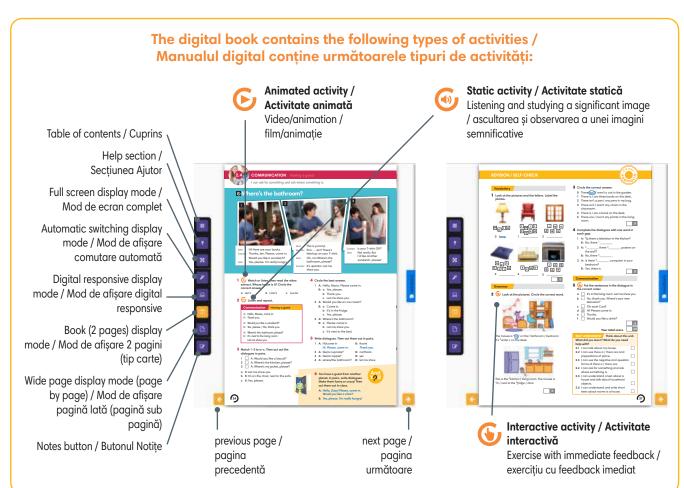
Limba modernă 1 Limba engleză Clasa a V-a

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

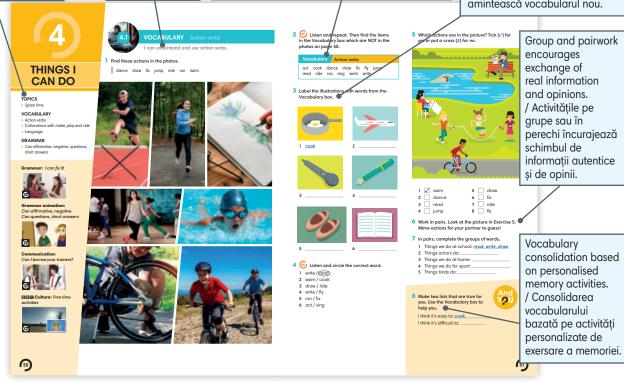
- · Opt unități plus o unitate introductivă
- Objective clare pentru fiecare lecție (*I can...*)
- Abordare detaliată a vocabularului, însoțită de prezentări motivante și seturi de cuvinte pentru facilitare
- Trei tipuri de încorporare a elementelor de gramatică (dramatizare video, animații și benzi 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



Coursebook tour / Instrucțiuni de utilizare a manualului

Clear summary of language and video content for the unit. / Sumarizare clară a elementelor de limbă și a conținutului video pentru fiecare unitate. Clear objectives at the beginning of each lesson. / Obiective clare la începutul fiecărei lectii. Key vocabulary is organised in boxes for easy reference and memorisation and recorded for students to listen and repeat. / Vocabularul cheie este organizat în segmente separate pentru identificare facilă și memorizare și înregistrat pentru ca elevii să poată asculta si repeta.

Varied practice activities, including listening, help students remember new vocabulary. / Activități de exersare variate, care includ exerciții de ascultare și care îi ajută pe elevi să-și amintească vocabularul nou.



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 parcursă și folosind numai pista audio.



Lion: Guy, this video is for my granny, in Shanghai.
Granny Lu, this is my friend, Lucas.
Lucas: Heliol
Lucas is very tolented! He can play the guitar
and he can sing!
Lucas: Well, I can't sing very well but ...

3 4



There's something wrong with Lian's

2 Complete the sentences.

1 The video is for Lian's gramp;
2 Lian's gramp is in a genius.
3 is a genius.
4 Lian can's
1 the video is gramp is in a genius.
4 Lian can's
1 the video is for Lian's gramp;
2 Lian's gramp is in a genius.
4 Lian can's
1 the video is for Lian's gramp;
2 Lian's gramp is in a genius.
4 Lian can's
1 the video is for Lian's gramp;
2 let m's see...

4 © What can Lian do? Clue no is photo 3. Clue no is not see.

Lian can's
1 the video is for Lian's gramp;
2 let m's see...

4 © What can Lian do? Clue no is photo 4. Then watch to check.
Lian can's
1 the video is for Lian's gramp;
2 let m's see...

4 © What can Lian do? Clue no is photo 4. Then watch to check.
Lian can's
1 the video is for Lian's gramp;
2 let m's see...

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1 the video is for Lian's gramp;
2 let m's see...

4 © What can Lian do? Clue no is photo 4. Then watch to check.
Lian can's
1 the video is for Lian's gramp;
2 let m's see...

5 let m's see...

(E) Watch or listen, then read. Finish the

Everyday expressions and phrases 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.



8 Look at the Vocabulary box. Then complete Lucas's email with can and make, play or rie

Listen and repeat: /ae/, /a:/.
Mark's Aunt Ann can play the guitar.
But she can't sing or act so she isn't a start

Write who can do these things. Then look at the photos on page 52 and check.

Lian (x2) Jen (x2) Alex (x1) Lucas (x2)

Lian can skateboard.
sing.
play computer games.
make cupcakes.
draw.
cook.
play the guitar.

Follow the lines and find out what they can't do. Read the sentences.
 Lian can't fix things
 Jen can't
 Alev

6 Alex sing
7 G Listen and circle can or can't.
1 He can /@m] swim.
2 She can / can't draw.
3 They can / can't act.
4 He can / can't ung.
5 She can / can't ung.
6 His brother can / can't read.

6 His brother can / can't read.

play volleyball play the plano

Watch

O UT!

Watch out boxes provide useful language tips. / Segmentele Watch out evidențiază particularități de limbă. Humorous video animations bring the grammar to life. / Animaţiile amuzante dau viaţă 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.

Grammar is presented through an exciting comic strip with amusing characters. / Elementele de gramtică sunt introduse prin benzi desenate cu personaje amuzante.

Step-by-step comprehension activities and varied practice exercises improve accuracy. / Activitătile de înțelegere de tip pas-cu-pas și gama variată de exercitii îmbunătătesc acuratetea în folosirea limbii.





Can you swim? Yes, you can. / No, you can't.
Can he/she/it swim? Yes, he/she/it can. / No, he/she/it
Can we swim? Yes, we can. / No, we can't.
Can you swim? Yes, you can. / No, you can't. Can they swim? Yes, they can. / No, they can't What can we do? We can help. 1 Q: Can Superdug fly? (fly)
A: Yes, he can.
2 Q: ______ Dug
A: No, ______ you ____ _ the little dog ___ 5 Look at the cartoon. Ask and answer the questions in pairs.
1 Picture 2 Dug / see the children?
A: Can Dug see the children? Yes, he can.

cture 3: Tom and Susan / swim?

cture 3: Tom and Susan / swim?

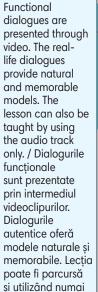
cture 4: Superdug / run fast?

icture 4: Superdug / swim?

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 cunostintelor nou acumulate.



pista audio.

64)



Informal: when you speak to your family of Can I borrow a pen, please? Yes, you can. / No, sorry, you can't. / Sure. no problem.

(formal: when you speak to a teacher, the headmaster, etc) May I take a day off, sir? I don't feel well. Yes, you may. / No, you may not.

Is it OK if I use your mobile? No, sorry, it isn't OK. / Oh, all right. / Yes, that's fine.

Complete the dialogue. Then act out the dialogu in pairs.

Amy: Excuse me. miss 1 ----

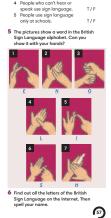
Excuse me, miss, 1 may 1 use a calculator for the test?
Yes, you 2
Ff. Lucas. Is it 3 if 1 borrow your calculator?
Not again, Amyl No, sorry it 4
If but Lucas. Can I use it, 5
I'm joking Amyl Sure, no 6

OUT



(T) T/F

Key vocabulary from the reading text is collected in boxes. / Elementele cheie de vocabular din texte sunt reluate în segmente individuale.



Key functional language from the presentation is included in easy to find boxes and recorded for students to listen and repeat. / Elemente cheie de limbă sunt incluse în segmente individuale ușor de reperat, însoțite de piste audio pentru ca elevii să poată asculta și repeta.

Manageable texts on up-to-date, engaging topics relevant to their age, motivate students to read. / Textele de dificultate și tematică adecvată și relevantă pentru vârsta elevilor, îi motivează pe aceștia să citească cu plăcere.

Coursebook tour / Instrucțiuni de utilizare a manualului

Comprehensive writing tips with examples help students develop writing skills. / Indicațiile detaliate de redactare facilitează dezvoltarea competenței de scriere.

Example texts provide models for students to follow in the free writing task at the end of each lesson. / Textele date ca exemple oferă modele utile pentru sarcinile de

Writing Time activities with prompts and examples provide step-by-step guidelines to help students write their own texts. / Activitățile de tip Writing Time oferă ghidaj de tip pas-cu-pas și exemple pentru ca elevii să redacteze propriile texte.

Class vote activities encourage curiosity and stimulate critical thinking. / Activitățile de tip Class Vote încurajează elevii să se exprime și dezvoltă gândirea critică.

3 Listen again to the speakers in Exercise 2 and complete with a number or an action verb.

At Art Club you can learn to <u>draw.</u>
 The number of students in the Art Club is

3 In Drama Club you learn to _____ 4 Football Club is for boys and girls from

The number of kids in the swimming club is

scriere liberă la finalul fiecărei lectii.

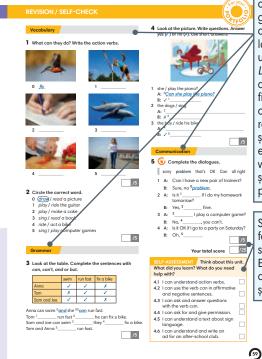
Come to Computer Club!

Writing and, but

Complete the sentences with and or but

They can play computer games _______ make a robot ________ they can't write computer programs.

e an ad for an after-school club.



Language Revision at the end of each unit provides engaging and effective revision of the vocabulary, grammar and communication language from the unit. / Secțiunea Language Revision de la finalul fiecărei unități oferă posibilitatea recapitulării eficiente și antrenante a elementelor de vocabular, gramatică și comunicare parcurse în unitate.

Students are guided for a quick, effective self-assessment./ Elevii sunt ghidați în autoevaluarea rapidă și eficientă.

There are three Culture lessons which appear after Units 2, 4 and 6. They include fascinating material which helps students broaden their knowledge of the English-speaking countries. / Manualul contine trei lecții de tip Culture, care apar după Unitățile 2, 4 și 6. Acestea includ materiale fascinate care vor contribui la lărgirea orizontului cultural al elevilor și la acumularea de cunoștințe legate de spațiul anglo-saxon.

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

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



the models of language provided in the unit. They also develop team working and ICT skills. / Proiectul permite elevilor să-și urmeze propriile interese utilizând modelele de limbă parcurse în unitate, precum și dezvoltarea

competențelor de lucru în echipă și de utilizare a tehnologiei.

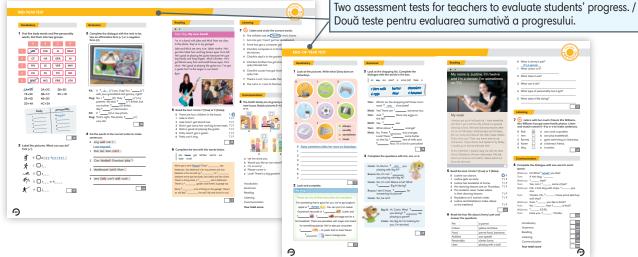
Culture videos provide real world information and inspire students to explore the topic further. / Videoclipurile Culture furnizează informații din lumea reală și motivează elevii să exploreze tematica în detaliu.

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

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







General and specific competences from the curriculum

- 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
- **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

- Receptarea de mesaje orale în situații de comunicare uzuală
 Identificarea sensului global al unor mesaje și dialoguri uzuale,
- clar articulate
- 1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea
- 1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate
- Exprimarea orală în situații de comunicare uzuală
- 2.1. Prezentarea simplă a unei persoane/a unui personaj
- **2.2.** Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)
- 2.3. Exprimarea preferințelor
- 2.4. Manifestarea disponibilității pentru participarea la dialog
- 3. Receptarea de mesaje scrise în situații de comunicare uzuală
- **3.1.** Identificarea informațiilor de pe panouri și indicatoare aflate în locuri publice pentru facilitarea orientării
- 3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații
- **3.3.** Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi
- 3.4. Manifestarea curiozității pentru lectura de orientare
- 4. Redactarea de mesaje în situații de comunicare uzuală
- 4.1. Redactarea de mesaje simple și scurte
- 4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte
- 4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple

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LINUT/TODIC COMPETENCES						
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Personal profile	Family Possessive 's	Get Grammar!	to be questions and short answers Get Grammar!			
Interpersonal relationships	1 033033140 3		Get Grammar:			
1.1, 1.2, 1.3 / 2.1, 2.2, 2.4		lt's Granny's birthday!				
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3.1, 3.2, 3.3, 3.4 / 4.1, 4.2, 4.3		Figure 1: There's a phone on the sofa!	oet ordininal:			
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World and tales • Books		Vocabulary: Parts of the body	Possessive adjectives			
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Spare time		Get Grammar!	Get Grammar!			
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		Free time activities Froject: A leanet Fun things to do III	рр. 60-61			
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Daily life • Going places	Daily activities	l 👝	Adverbs of frequency Get Grammar!			
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COMMUNICATION	READING and SPEAKING	LISTENING and WRITING	CLIL
Making introductions	Reading: A blog post	Listening: A radio show	CLIL: ART
Nice to meet you!	My family photo album	International Friendship Day!	Families in art
• • • • • • • • • • • • • • • • • • • •	Speaking: Talk about interpersonal	Vocabulary: Countries and nationalities	Vocabulary: Art
	relationships	Pronunciation: /v/, /b/	•
	Vocabulary: Places	Writing: A blog My best friend • Use capital letters	100
p. 24	p. 25	p. 26	p. 108
Asking for something and where	Reading : A short article <i>My dream</i>	Listening : A description <i>My bedroom</i>	CLIL: SCIENCE
it is	house	Writing: A blog My bedroom	Materials
Where's the bathroom?	Speaking: Talk about household	Use apostrophes	Vocabulary: Materials
	objects Vocabulary: Household objects		
p. 34	p. 35	p. 36	p. 109
<u> </u>	l les es		P
Apologising	Reading: Personality quiz	Listening: A dialogue	CLIL: LITERATURE Books
	Speaking: Talk about personality		Vocabulary: Personality
Sorry about that!	Vocabulary: Personality adjectives	Writing: A paragraph My favourite character from a book or a cartoon	adjectives
	vocabalary. I ersonality adjectives	Use paragraphs	Project: A description
			A character from a book
p. 46	p. 47	p. 48	p. 110
Asking for and giving permission		Listening: Descriptions After-school clubs	CLIL: MUSIC
(can/can't; may/may not)	language	Writing: An add An after-school club	Musical instruments
Can I borrow your trainers?	Speaking: Try sign language	• Use and, but	Vocabulary: Musical
,	Vocabulary: Language		instruments
	, 0 0		
p. 56	p. 57	p. 58	p. 111
A 1	B 1: A :: A //		OLU OFOODARIN
Asking for and giving directions	Reading: A city map Around town	Listening : Descriptions My typical weekend	CLIL: GEOGRAPHY
Grammar : Prepositions of	Speaking: Talk about places in town	Writing: A blog My typical weekend	Going places
movement	Vocabulary: Places in town	Use before, after	Vocabulary: Months
ls it far?	Grammar : Prepositions of place		
p. 70	p. 71	p. 72	p. 112
Buying a ticket	Reading: A short article <i>Amazing</i>	Listening: A radio interview <i>Pets</i>	CLIL: SCIENCE
Vocabulary: Money	animals!	Writing: An email to a friend	The natural world
One ticket, please.	Speaking: Talk about animals	Starting and ending an email	Vocabulary : Where animals I
- 1	Vocabulary: Adjectives		
p. 80	p. 81	p. 82	p. 113
p. 00	P. O.	p. 02	p. 110
0.1.1.1	B 11 A 1	11. 1 D 11. 2 16.11	OUL ADT
Ordering food	_	Listening: Descriptions Breakfasts in my country	CLIL: ART
Anything else?	Day	Writing: A blog My breakfast	Still life
	Speaking: Game What's on your	Use so, because	Project: A digital presentatio
	pancake?		A gallery tour
p. 92	p. 93	p. 94	p. 114
Making suggestions	Reading: A leaflet Top holiday tips	Listening : Event photos	CLIL: SOCIAL SCIENCE
Let's do something fun!	Speaking: Plan your holiday	Writing : An invitation <i>Please come to Amber's</i>	Customs and traditions in the
· ·	Vocabulary: Holiday activities	13th birthday party	Vocabulary: Celebrations
	,	Writing an invitation	Project: A poster New Year's
			Celebrations
p. 102	p. 103	p. 104	p. 115



0.1

HOW DO YOU SPELL THAT?

I can say and spell my name.

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



© Hello!







- Watch or listen, then read. Who is twelve?
- 2 Look at the photos and read. Complete the children's hobbies.

1 Jen <u>making cupcakes</u>

2 Alex computers and _____

3 Lian all _____

4 Lucas ____ 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, ...
- 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



g irl



2 bo



3 andwich



able



5 ion



ish

Listen and tick (✓) the letters you hear.

1	Α	\checkmark	E 🗸	I	
2	G		J	С	
3	W		U \square	Υ	
4	В		D \square	Р	
5	Μ		N \square	F	
6	I		J	Υ	

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



8 Listen to the names. Complete the missing letters. Check with your partner.

1 HAILEY 2 B _ T _ Y 3 __ E __ _ A L 4 I L A

LL = double L

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.





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

Meet Dug and Kit



1 Listen and then read. Look at the picture. Circle the correct answer.

Dug / Kit is a superhero.

Listen and repeat.

Vo	cabulary	Numbers	1–20
1	one	11	eleven
2	two		twelve
_	three	. –	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** o<u>n</u>e **7** _e_e_

- 2 _w_ 8 ei__t
 3 t_r_ 9 _in_
 4 _o_r 10 t__
 5 f__e 11 _le__n
- **6** _ i _
- 12 t_e_v_
- Write the answers in words.
 - $1 \sin + \sin = \underline{twelve}$
 - 2 eighteen three = _____
 - **3** two + eleven = _____
 - 4 twenty nine = _____
 - 5 seventeen three = ____
 - **6** two + seven = _____
 - 7 five + two = _____
 - **8** sixteen twelve = _____

5 Look at the words in the Vocabulary box. Then circle the correct number.

Vocabulary	Numbers 10-100
10 ten 20 twenty 30 thirty 40 forty 50 fifty	60 sixty70 seventy80 eighty90 ninety100 a hundred
forty fifteen	14/40 15/50

2 fifteen 15/50 3 thirteen 13/30 4 eighty 18/80 5 twenty 12/20 6 sixteen 16/60

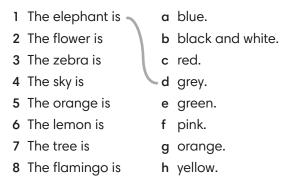
6 Look at the words in the Vocabulary box. Then look at Exercise 3 and write numbers which are this colour. There are two numbers for one of the colours.

	Vocal	oulary	Colours			
	black pink	blue purple	brown red W		orar	nge
r	ed	9	green	 _ pin	k	
Ć	grey		white	 _ bla	ck	
k	olue		purple	 _ bro	wn	
C	orange		yellow	 _		

7 Study the Grammar box. Then look at the picture below. Write a or an before the words.

Grammar Art	ticles
	The tree is green. The elephant is grey.
1 <u>a</u> tree	
2 <u>an</u> elephant	
3 lemon	
4 orange	
5 zebra	
6 pond	
7 flower	
8 sky	

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





0.3 IN THE CLASSROOM

I can talk about classroom objects and understand classroom instructions.



Look at the words in the Vocabulary box. Then name the objects in Alex's bag.

Vocab	ulary	In my b	oag		
book	notebook	pen	pencil	ruler	sandwich

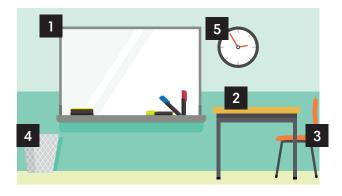
2 Study the Grammar box. Then look at the pictures. How many of these things can you see?

Grammar	Plural nouns	
a pencil	six pencils	
a sandwich	two sandwiches	



3 Label the objects 1–5 in the picture. Use the Vocabulary box to help you.

Vocabula	ry / Cl	assroon	n objects
bin boa	rd chair	clock	desk



1	board	4	
2		5	
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

5 Complete the classroom rules for an English class with the verbs below.

talk watch write

Our rules
• 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.



 Study the Grammar box. In pairs, find examples of imperatives in Exercise 5.

Grammar Imperatives		
+		
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!



- 8 Match 1–4 to a–d. Listen and check. Then act out the dialogues in pairs.
 - 1 d Can you repeat that, please?
 - 2 Can you help me, miss?
 - 3 How do we say this word in English?
 - 4 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?

Game! Be a teacher. Tell other students what to do. Use the expressions in the Grammar box.





MY THINGS



I can talk about clothes. I can use adjectives and this/that/these/those.



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 Listen and circle the word you hear.
 - 1 (I-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.



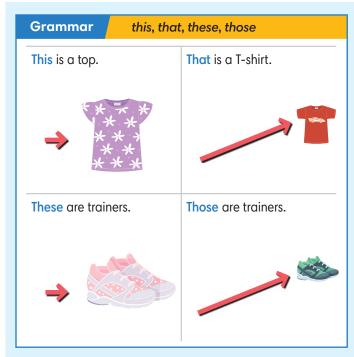
3 Complete the table with the words in the Vocabulary box.

Singular: is	Plural: are
T-shirt,,	jeans,,
	,

- 4 Complete the sentences with is or are. Then look at the picture. Add a tick (✓) for yes or put a cross (✗) for no.
 - 1 The tracksuit <u>is</u> brown.
 - 2 The trainers _____ red.
 - 3 The dress ______ yellow.
 - 4 The trousers _____ 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.
- 8 Look at the words in the Vocabulary box. Match them with their opposites.

Voc	abulary	A	djectiv	es	
Ŭ	boring short sr		long	new	



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!*



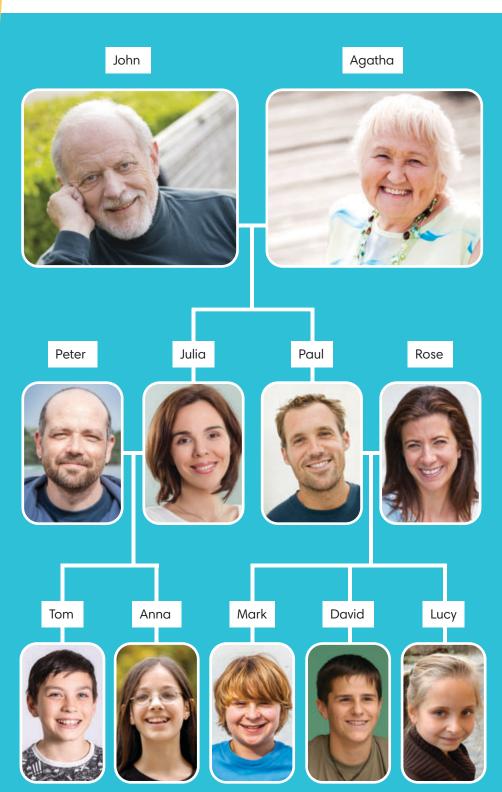


VOCABULARY Family

I can talk about the people in a family.

Read these words. What do they mean?

brother dad daughter grandad granny mum sister son



2 Listen and repeat. Complete the family words. Use the Vocabulary box to help you.

wother mum father dad parents grandfather grandad grandmother granny son daughter brother sister aunt uncle cousin

Не	She
father	mother
	grandmother
son	
	sister
uncle	
	cousin

3 Match 1-4 to a-d.

1 father a grandad
2 grandmother b dad
3 mother c granny
4 grandfather d mum

Paul = Mark's father Lucy = Rose's daughter Watch OUT!

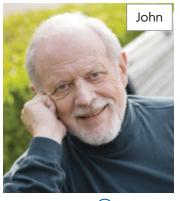
4 Look at the family tree on page 18 and write the names.

1	Mark's grandfather	<u>John</u>
2	Mark's sister	
3	Mark's aunt	
4	Mark's cousins	
5	Mark's arandmother	

5 Look at the family tree again. Complete the sentences. Use the names below.

	Mark's Julia's Tom's Paul's	
1	Peter is Mark	<u>'s</u> uncle.
2	Julia is	sister.
3	David is	son.
4	Anna is	daughter.
5	John and Ag	atha are
	parents.	
6	Lucy is	cousin.

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



Anna

1 T/F

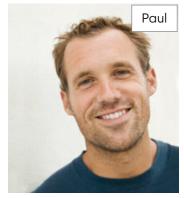
2 T / F





3 T / F

4 T / F





5 T / F

6 T / F

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





GRAMMAR to be affirmative and negative

I can use the affirmative and negative form of the verb to be.

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 careful! It's Granny's

birthday cake.

Alex: It's OK. I've got it!



Megan: Happy birthday, Mum! Here's your present.

Sophie: Thank you, my darling.

Dad: Hello, sister!



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.

Granny isn't very happy.
 Granny's name is Sophie.
 T / F
 There's a present for Alex in the box.
 Dad is Megan's brother.
 T / F

3 Find these expressions in the story.

Hold this, please! Be careful! I've got it! OUT of class

- 4 CLASS VOTE 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 to be affirmative		
Long form	Short form	
I am eleven.	I'm eleven.	
You are eleven.	You're eleven.	
He/She/It 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.	



Grammar 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/It is not ten.	He/She/It isn't ten.	
We are not ten.	We aren't ten.	
You are not ten.	You aren't ten.	
They are not ten.	They aren't ten.	



- 5 Find the sentences in the story. Write the missing word.
 - 1 They <u>are</u> at her house.
 - 2 'I _____ so happy!'
 - **3** 'You _____ here!'
 - 4 'It _____ granny's birthday cake.'
 - 5 'We _____ 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 ¹is 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.
- 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 ...





GRAMMAR to be questions and short answers

I can ask and answer questions with the verb to be.

The Terrific Two - Dug's new suit



Girl: Are they OK? Superdug: Yes, they are. Girl: Thank you!

Boy: Is he a superhero?

Kit: Yes, he is. He's Superdug! Kit: Dug! Your suit is too small!



Are you sure, Dug? Dug: Yes, I am.

XL is too big for you. Kit:

Dug: No, I'm a superhero! I'm big!



Dug: Is this box for me?

Yes, it is. What is it?

Dug: It's my new suit!



2

Dug: Ready! Am I cool in this suit?

Kit: No, you aren't. The suit is too big!

Hm ... Hang on!



Dug: Fantastic. You're a clever cat, Kit!

1 Look at the cartoon. Where is Dug's superhero suit from?

2 Usten and read. What size is Dug's new suit?

The suit is too big!

Watch

Word list

GET STARTED

Numbers 1-20

1 one /wʌn/

2 two /tuː/

3 three /θriː/

4 four /fɔː/

5 five /faɪv/

6 six /siks/

7 seven /'sevən/

8 heigt /eɪt/

9 nine /naɪn/

10 ten /ten/

11 eleven /ɪˈlevən/

12 twelve /twelv/

13 thirteen /θ 3z'tizn/

14 fourteen /ˌfɔː'tiːn/

15 fifteen /ˌfɪfˈtiːn/

16 sixteen /sikstiin/

17 seventeen / sev ən'tixn/

18 eighteen /ei'tiin/

19 nineteen / naɪn'tiɪn/

20 twenty /'twenti/

Numbers 10-100

10 ten /ten/

20 twenty /'twenti/

30 thirty /ˈθɜːti/

40 forty /'fɔːti/

50 fifty /'fɪfti/

60 sixty /'sɪksti/

70 seventy /'sevənti/

80 eighty /'eɪti/

90 ninety /'naɪnti/

100 a hundred /əˈhʌndrəd/

Colours

black /blæk/

blue /blux/

brown /braun/

green /griɪn/

grey /greɪ/

orange /'prəndʒ/

pink /pɪŋk/

purple /'psrpəl/

red /red/

white /waɪt/

yellow /ˈjeləʊ/

In my bag

book /bok/

pencil /'pensəl/

notebook /'nəʊtbʊk/

pen /pen/

ruler /'ruxlə/

sandwich /'san(d)wid3/

Classroom objects

bin /bɪn/

board /boad/

chair /t[eə/

clock /klpk/

desk /desk/

Clothes

cap /kæp/ coat /kəʊt/

dress /dres/

jacket /ˈdʒækət/

jeans /dʒiːnz/

shoes /[uːz/

skirt /sk3xt/

T-shirt /'tix [3xt/

top /top/

trainers /'treɪnəz/

tracksuit /'traksuxt/

trousers /'traʊzəz/

Adjectives

big /big/

boring /bɔːrɪŋ/

cool /kuxl/

long /lpŋ/

new /njuː/ old /əʊld/

short /sit/

small /smɔzl/

EXTRA

best friend / best 'frend/

clever /'klɛvə/

computer (game) /kəm'pjuztə gezm/

colour /'kʌlə/

cupcake /'knpkeik/

double /'dʌb(ə)l/

elephant /'eləfənt/

flamingo /fləˈmɪŋgəʊ/

flower /ˈflaʊə/

grass /grass/

hobby /'hpbi/

lemon /ˈlɛmən/

like /lnik/

Maths /maθs/

music /'mjuzzzk/

number /'nʌmbə/

pond /pond/ school /skuxl/

skateboarding /'skeitboidin/

sky /skni/

sport /sport/

superhero /'suːpəhɪərəʊ/

tree /trix/

weekend /wixk'end/

zebra /ˈzɛbrə,ˈziːbrə/

1 FAMILY AND FRIENDS

Family

aunt /art/

brother /'brʌðə/

cousin /'kʌzən/

dad /dæd/

daughter /'dɔːtə/

family /ˈfæməli/

father /ˈfaːðə/

grandfather/grandad /ˈgrændˌfazðə/

'grændæd/

grandmother/granny /'græn,mʌðə/

'græni/

mother /'mʌðə/

mum /mnm/

parents /'peərənts/

sister /'sɪstə/

son /sʌn/

uncle /'ʌŋkəl/

Countries and nationalities

American /əˈmerəkən/

British /'brɪtɪʃ/

country /'kʌntri/

China /'t[aɪnə/

Chinese / t[aɪ'niːz/ France /frains/

French /frent[/

Romania /rəʊˈmeɪnɪə/

Romanian /ruˈmeɪniən/

Spain /spein/

Spanish /'spænɪʃ/

the UK /ðə juː 'keɪ /

the USA /ðə jur es 'er/

Turkey /'tazki/

Turkish /'taxkɪʃ/

Places

(on) holiday /'hplədei/

(at) home /həʊm/

(in the) park /'park/

(at) school /'skuxl/

CLIL: Art

art /art/

artist /'artist /

children /'tʃɪldrən/

painting /'peintin/

people /'pizpəl/ picture /'piktsə/

EXTRA

Are you sure? /aɪ juɪ [ʊə/

Be careful! /,bi'keəfəl/

birthday /'b3zθdez/

box /boks/

cake /keik/

card /kard/

classmate /'klassmest/

fantastic /fæn'tæstɪk/

fat /fæt/ favourite /'feɪv(ə)rɪt/

flag /flæg/

Hang on! /hæn 'pn/

happy /'hæpi/

Hold this, please! /'həʊld ðis ˌplizz/

I've got it! /aiv got it/

Let's have a break! /lets hæv ə breik/ mouse /maus/

neighbour /'neɪbə/

Nice to meet you! /nais tux mixt jux/

present /'prezent/ pet /pet/

photo /ˈfəʊtəʊ/

size /saiz/ suit /sjurt/

terrific /təˈrɪfɪk/

Thank you. /ˈθank juː/

today /təˈdeɪ/ too (small) /tux (smaxl)/

2 IN THE HOUSE

Parts of the house

bathroom /'bazθrum/ bedroom /'bedrom/

door /doi/

floor /flox/ garage /ˈgærɪdʒ/ garden /ˈgaːdn/ kitchen /ˈkɪtʃən/ living room /'livin ruim/ wall /wɔːl/ window /'wɪndəʊ/

In the house

armchair /ˈaɪmtʃeə/ bath /bazθ/ bed /bed/ fridge /frid3/ sofa /'səʊfə/ table /'teɪbəl/

Household objects

carpet /'karpət/ cushion /ˈkʊʃən/ lamp /læmp/ plant /plaint/ poster /'pəʊstə/

television (TV) /'teləˌvɪʒən (ˌtiː 'viː)/

CLIL: Materials

cardboard /'kazdboxd/ glass /glass/ metal /'metl/ paper /'peɪpə/ wood /'wod/ wooden /'wซdn/

EXTRA

another /əˈnʌðə(r)/ /legriq' bad /pizpəl/ car /kaɪ/ carton of milk /'kart(ə)n əf mɪlk/ competition / kpmpə tıfən/ dream /drizm/ DVD /dix vix 'dix/ go /gəʊ/ good boy /'gud boi/ guest /gɛst/ Help! /'help/ hungry /ˈhʌηgri/ I'd like ... /aid 'laik/ inside /ɪnˈsaɪd/

Let me show you. /'lst mi 'səʊ juː/ maybe /'meɪbi/

mess /mes/ naughty /'noxti/ really /'rɪəli/ Not really. /ˌnɒt ˈrɪəli/ juice /dzuis/

ketchup /ˈkɛtʃəp/

perfect /'psxfikt/ phone /fəʊn/ practice /'praktis/ rat /rat/

Right there! /raɪt 'ðeə/ silly /'sɪli/ street /strixt/ sweets /swixts/ There it is! /'ðeər ɪt ɪz/ toy /tɔɪ/ upstairs /Ap'stezz/

Wait! /west/

Yuck! /jnk/ yummy /ˈjʌmi/

3 ABOUT ME

Face

ears /iəz/ eyes /aiz/ mouth /maυθ/ nose /nəʊz/

Hair

blond /blond/ curly /'k3xli/ dark /daxk/ spiky /'spaɪki/ straight /streit/ wavy /'weivi/

Parts of the body

arm /arm/ body /'bodi/ fingers /'fɪŋqəz/ foot /fut/ hand /hænd/ head /hed/ leg /leg/

Personality adjectives

clever /'klevə/ friendly /'frendli/ funny /'fʌni/ helpful /'helpfəl/ nice /nais/

CLIL: Personality adjectives

angry /ˈæŋgri/ kind /kaɪnd/ nervous /'nərvəs/ polite /pəˈlaɪt/ relaxed /rəˈlakst/ sad /sad/ talkative /'tɔːkətɪv/

EXTRA

a lot of /ə 'lat əv/ always /'ɔːlwəz/ battery power /'bætəri ˌpaʊə/ dancing /'dainsin/ do a quiz / duː ə 'kwɪz/ good at /'god ət/ good student / god'stjurdent/ group /gruɪp/ Help me, please! /'help mi plizz/ Here you are. /'hɪə juɪ aɪ/ high /,haɪ/ home lover /'həʊm ˌlʌvə/ homework /'həʊmwɜːk/ house keys /haus kizz/ How many? / hav 'meni/

Hurry up! /,hʌri 'ʌp/ It isn't my fault! /It IZƏnt mai 'fɔːlt/ joke /dʒəʊk/ like (this) /laɪk ðɪs/ No problem. /nəʊ 'probləm/

Oh, dear /əʊ dɪə/ Ouch! /aut[/

party animal / parti 'ænəməl/

person /'psisən/ personality /ˌpɜːsəˈnæləti/ robot /'rəʊbɒt/ sometimes /'sʌmtaɪmz/ Sorry about that! /'spri ə ə'baut ðat/ Sorry, my mistake! /'spri mai mi'steik/ speak to everyone /'spiik tə 'ɛvrɪwʌn/ Stop it! /'stop It/ subject /'snbdzikt/ super power /'suɪpə ˌpaʊə/ sweetie /'swixti/ tall /taxl/ That's all right. /ðats ɔːl rʌɪt/ time /taɪm/ usually /'juzzuəli/

4 THINGS I CAN DO

Action verbs

act /ækt/ cook /kvk/ dance /dains/ draw /draz/ fix /fiks/ fly /flai/ jump /dʒʌmp/ read /rixd/ ride /raid/ run /rʌn/ sing /sin/ swim /swim/ write /raɪt/

make, play, ride

make a poster / meik əˈpəʊstə/ make cupcakes / meikknpkeiks/ play computer games / plei kəm'pjuːtə geɪmz/ play football / plei 'futboil/ play the piano /ˌpleɪ ðə piˈænəʊ/ ride a bike /.raid ə 'baik/ ride a horse /,raid ə 'hois/

Language

hear /hɪə/ language /ˈlæŋgwɪdʒ/ learn /laɪn/ sign language /'saɪn,længwidʒ/ speak /spixk/ special /'spefəl/

CLIL: Musical instruments

acoustic guitar /əˈkuːstɪk/ /gɪˈtaː/ drums /drʌmz/ electric guitar /ɪˈlektrɪk/ /gɪˈtaː/ keyboard /'kizbozd/ violin /ˌvaɪəˈlɪn/

EXTRA

actor /'aktə/ after-school /axftə skuxl/ all day /,ɔːl 'deɪ/ anyway /'ɛnɪweɪ/ autograph /ˈɔːtəgraːf/ be quick /biː 'kwɪk/ boat /bəut/ borrow /'borau/

Word list

calculator /'kalkjʊleɪtə/ camera /'kæmərə/ club /klʌb/ come /kʌm/ drama /'draːmə/ excuse me /ɪk'skjuːz miː/

famous /'feɪməs/ fast /faɪst/

genius /ˈdʒiːnɪəs/ guys /gaɪz/

I can't see a thing. /aɪ ˌkaɪnt ˌsiɪ ə 'θɪŋ/ I don't feel well. /aɪ 'dəʊnt fiɪl wel/

important /Im'portant/

just /dʒʌst/

Let me see ... /ˌlet mi 'siː/

letter /'letə/

lovely day /ˌlʌvli ˈdeɪ/ Not again! /ˌnɒt əˈgen/

One minute, please. / wʌn ˈmɪnət

pencil case /'pensəl keɪs/ permission /pəˈmɪʃ(ə)n/

star /star/

tablet /'tablit/

take a day off $\ /\ terk \ni \ der \ pf/$

teach /ti:tf/
teacher /'ti:tfə/
think /0Iŋk/
video /'vIdiəʊ/
volleyball /'vplibɔːl/
What's wrong? /,wpts 'rpŋ/
who /huː/

word /waid/

5 MY DAY

Daily activities

do my homework /ˌduɪ maɪˈhəʊmwɜːk/

get up / get 'np/

go to bed /,gəv tə 'bed/ go to school /,gəv tə 'skuːl/

hang out with my friends /hæŋ ˌaʊt

wið maiˈfrendz/

have a shower /,hæv ə 'ʃaʊə/ have breakfast /,hæv 'brekfəst/

have dinner /,hæv 'dɪnə/ have lessons /,hæv 'lesənz/ have lunch /,hæv 'lʌnt[/

listen to music /,lɪsən təˈmjuːzɪk/ tidy my room /,taɪdi maɪˈruːm/

watch TV /wptf tiz viz/

Days of the week

Monday /'mʌndi/ Tuesday /'tjuːzdi/ Wednesday /'wenzdi/ Thursday /'θɜːzdi/ Friday /'fraɪdi/ Saturday /'sætədi/ Sunday /'sʌndi/

Places in town

bank /baŋk/ café /'kafeɪ/ cinema /'sɪnɪmə/ hospital /'hɒspɪt(ə)l/ hotel /həʊ'tɛl/ library /'lʌɪbrəri/ museum /mjuː'zɪəm/ restaurant /'rɛst(ə)rɒnt/

shop /ʃɒp/

stadium /'steɪdɪəm/

supermarket /'suzpəmazkit/

theatre /'01ətə/

CLIL: Months

January /'dʒænjuəri/
February /'februəri/
March /maːtʃ/
April /'eɪprəl/
May /meɪ/
June /dʒuːn/
July /dʒʊ'laɪ/
August /'ɔːgə st/
September /sep'tembə/
October /ɒk'təʊbə/
November /nəʊ'vembə/
December /dɪ'sembə/

EXTRA

busy week /ˌbɪzi ˈwiːk/ cartoons /kaːˈtuːnz/

classical music /ˌklæsɪkəlˈmjuːzɪk/ Come on, guys! /ˌkʌm ˈɒn gaɪz/ daily routine /ˈdeɪli ruːˈtiːn/

early /'31/i/

every day /ˌevri 'deɪ/ free day /ˌfriɪ 'deɪ/

get ready for school /get redi fə 'skuːl/ go straight on /gəʊ streɪt ɒn/

grandparents /ˈgrændˌpeərənts/

gym /dʒɪm/ hours /aʊəz/

How about Tuesday? /ˌhaʊ əˌbaʊt 'tjuːzdi/

in the evening /ˌɪn ði ˈiɪvnɪŋ/ late for school /ˌleɪt fə ˈskuɪl/

left /lɛft/ life /laɪf/ live /lɪv/

live /liv/ look for /luk 'fɔː/ love /lʌv/

Me too. /ˌmi 'tuː/ mean /miːn/

meet my friend / mixt max frend/

never /ˈnevə/ often /ˈɒfən/

pancakes /'pænkeiks/

right /rAIT/ science /'sAIƏNS/ Seriously? /'sIƏriƏSli/ survey /'sIIVEI/ team /tiIM/ turn /tƏIN/

6 ANIMALS

visit /'vɪzət/

Wild animals

bird /b3:d/ butterfly /'b^təflai/ crocodile /'krokədail/ fish /fi[/ fly /flai/ frog /frog/ giraffe /dʒə'raːf/ kangaroo /ˌkæŋgə'ruː/ lion /ˈlaɪən/ monkey /ˈmʌŋki/ snake /sneɪk/ spider /ˈspaɪdə/ tiger /ˈtaɪgə/ whale /weɪl/

Pets

cat /kæt/ dog /dpg/ goldfish /'gəʊldˌfɪʃ/ hamster /'hæmstə/ iguana /i'gwa:nə/ parrot /'pærət/ rabbit /'ræbət/ tortoise /'tɔ:təs/

Adjectives

cute /kjuːt/ dangerous /ˈdeɪndʒərəs/ fast /faːst/ slow /sləʊ/ strong /stroŋ/ ugly /ˈʌgli/

CLIL: Where animals live

in a hole in the ground /In ə həʊl In ðə graʊnd/ in a pond /In ə pɒnd/ in the forest /In ðə 'fɒrɪst / in the sea /In ðə si:/ in trees /In tri:z/ on land /pn lænd/

EXTRA

amazing /əˈmeɪzɪŋ/
aquarium /əˈkwɛːrɪəm/
at 55 kilometres an hour /ət ˌfɪfti ˌfaɪv
_kɪləmiːtəz ən ˈaʊə/

at all /ət 'ɔːl/

at the weekend /ət ðə,wi:k'end/ because /bɪ'kɒz/ before /bɪ'fɔ:/ drink /drɪŋk/ easy /'i:zi/

food /fuːd/ foreign language /ˌfɒrən ˈlæŋgwɪdʒ/

guide /ˈgaɪd/

hard work /,hazd 'wszk/ having fun /,hævɪŋ 'fʌn/

hour /aʊə/ hungry /ˈhʌŋgri/

I could eat a horse. /aɪ kəd izt eɪ hɔːs/ I don't mind! /aɪ ˌdəʊnt 'maɪnd/ I'm allergic (to) /aɪm əˌlɜːdʒɪk (tə)/ information /ɪnfəˈmeɪʃ(ə)n/

interview /'ɪntəvjuː/ jump out /ˌdʒʌmp 'aʊt/ kilo /'kiːləʊ/

leaves /lixvz/

look after a pet / luk 'aztst a 'bet/

magazine /ˌmægəˈziɪn/ Oh, all right! /əʊ ˌɔɪl ˈraɪt/

player /'pleɪə/ pass /pass/ /(pob / cq / !(pob / cq /) pound /paund/ puppy /'pʌpi/ relax /rɪˈlæks/ reporter /rɪˈpɔːtə/ sleep /slixp/ take the dog for a walk /ˌteɪk ðə ˌdɒg fər ə 'wɔːk/ ticket /'tɪkɪt/ together /təˈgeðə/ win /wɪn/ zoo /zuː/

7 FUN WITH FOOD

Food and drink

apple /'ap(ə)l/ biscuit /'biskit/ bread /bred/ butter /'bʌtə/ cereal /'sɪərɪəl / cheese /tʃiːz/ chicken /tskin/ chips /tʃɪps/ egg /εg/

flour /ˈflaʊə/ fruit /fruxt/ ham /hæm/ meat /mixt/ pasta /'pastə/ potato /pəˈteɪtəʊ/ rice /rʌɪs/ salad /'saləd/ sausage /'spsidz/ strawberry /'stroxb(ə)ri/ sugar /ˈʃʊgə/ tomato /təˈmaːtəʊ/ tuna /ˈtjuːnə/

vegetable /'vɛdʒtəb(ə)l/

EXTRA

yoghurt /'jpgət/

all over the world /suc evo de weild/ Anything else? /ˈεnɪθɪη εls/ ask for /assk 'fos/

at the moment /ət ðə 'məvm(ə)nt/ banana /bəˈnaɪnə/

celebrity /sɪˈlɛbrɪti/ chat /'tsæt/

cottage cheese /'kptidz tʃizz/

cream /krixm/ decorate /'dɛkəreɪt/ diary /'dʌɪəri/ downstairs /daun'sterz/ Good idea! /qvd лі'diə/

Go on! /gəʊ ɒn/ hamburger /'hambəzgə/

horrible /'horrb(ə)l/ ice cream /AIS krizm/ ingredient /in'grizdient/ interested in /'Int(ə)rıstıd In/

jam /dʒam/ laugh /lasf/

lemonade /lɛməˈneɪd/

Let's see! /'lets 'si:/ look up /lσk λp/ milk shake /'mɪlk 'feɪk/ on top /pn 'top/ over there /ˈəʊvə ðɛɪ/ pan /pæn/ popular /'popjulə/ put /pot/ recipe /'resipi/ round /raund/ special /'spsf(ə)l/

surf the Internet /səɪf ðiɪ'ɪntənɛt/ take an order /'teɪk ən 'ɔɪdə/ take a photo /teɪk ə ˈfəʊtəʊ/ text a friend /tɛkst ə frɛnd/ That's a surprise! /'ðæts ə sə'prʌɪz/ throw /θrəʊ/

turn on the oven /təɪn ɒn ðiɪ 'ʌv(ə)n/

unhealthy /Λη'hεlθi/ uniform /'juxnxfoxm/ use /iu:z/

vegetarian /vɛdʒɪˈtɛːrɪən/ Wait a minute. /weit c 'minit/ waitress /'weitrəs/

What a disaster! /wpt ə dī'zaīstə/ wrong /rpn/

8 HAVING FUN

Events

barbecue /'bazbikjui/ concert /'kpnsət/ dance show /dains [əʊ/ fancy dress party /ˈfænsi ˈdres ˈpaɪti/ football match /'futbal mats/ picnic /'pɪknɪk/ play /plei/ sleepover /'slizpəʊvə/

talent competition /'talent kpmpi'tis(ə)n/

Ordinal numbers

first /fəxst/

second /sekənd/ third /0əid/ fourth /fɔːθ/ fifth /fɪfθ/ sixth /sɪksθ/ seventh /'s $\epsilon v(\vartheta)n\theta$ /

 $eighth \ /eɪt\theta /$ $ninth / n \times n\theta /$ tenth $/t\epsilon n\theta/$

eleventh / $I'l\epsilon v(\vartheta)n\theta$ / twelfth /twεlfθ/ thirteenth / θəz'tiznθ/ twentieth /'twεntɪəθ/ twenty-first /'twɛnti 'fəɪst/

thirtieth / θəɪˈtɪəθ/

Holiday activities

cooking /'kʊkɪŋ/ drawing /'drɔɪ(r)ɪŋ/ hiking /'hʌɪkɪη/

horse-riding /hors 'raidin/ rock climbing /rok 'klnımıŋ/

sailing /'seɪlɪŋ/ shopping /ˈʃɒpɪŋ/

sightseeing /'sʌɪtsixɪŋ/ skiing /ˈskiɪɪŋ/ sunbathing /ˈsʌnˌbeɪðɪŋ/ surfing /'səxfɪŋ/ walking /wɔːkɪŋ/ windsurfing /ˈwɪn(d)səɪfɪŋ/

CLIL: Celebrations

celebrate /'sɛlɪbreɪt/ clove /kləʊv/ coal /kəʊl/ dried fruit /'drʌɪd 'fruɪt/ each other /'ixts '\delta de/ evergreen /'ɛvəgriɪn/ firework /'fʌɪəwəɪk/ gift /gɪft/ good luck / god lnk / hug /hʌg/ loved one /'lʌvd wʌn/ New Year's Eve /njux 'jɪəz ixv/

resolution /rɛzəˈluːʃ(ə)n/

EXTRA

twig /twig/

accommodation /əkpməˈdeɪʃ(ə)n/

agree /əˈgriː/ beach /bixts/ bowling /ˈbəʊlɪŋ/ brochure /ˈbrəʊʃə,brɒˈʃʊə/

camp /kamp/ champion / tʃampɪən/

channel /'t[an(ə)l/ couple /'kʌp(ə)l/

Don't worry. /dəʊnt ˈwʌri/

donkey /'donki/

dramatic view /drəˈmatɪk vjuː/

fan /fan/ gloves /glnvs/ hiking /'hʌɪkɪŋ/ ideal /\ridiəl/

inexpensive /ɪnɪkˈspεnsɪv/ intensive /in'tensiv/ invitation /Invi'teif(ə)n/

invite /ɪn'vʌɪt/ lake /leɪk/ meal /mixl/

mountain /ˈmaʊntɪn/ option /'ppf(ə)n/ perhaps /pəˈhaps/ price /pris/

prize /prʌɪz/ pyjamas /pəˈdʒɑːməz/

quiet village /ˈkwʌɪət ˈvɪlɪdʒ/ recommend /rɛkəˈmɛnd/ something /ˈsʌmθɪŋ/ spectacular /spεk'takjʊlə/ suggest /sə'dʒɛst/ summer /'sʌmə/ sunset /'sʌnsɛt/

swimming pool /'swimin puil/

tech /tεk/

tennis player /ˈtɛnɪs ˈpleɪə/ That's true. /dats trux/

train /treɪn/ unusual /ʌnˈjuːʒʊəl/

wear a costume /'wex ə 'kostjurm/ wet /wst/

MODEL DE FIȘĂ DE OBSERVARE SISTEMATICĂ A ACTIVITĂȚII ELEVILOR

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

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

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