

**Programa școlară pentru disciplina LIMBA MODERNĂ 1 clasa a V-a**  
**School curriculum for MODERN LANGUAGE 1, 5th grade**

<b>Competențe generale</b>	<b>General competences</b>
1. Receptarea de mesaje orale în situații de comunicare uzuală	1. Receive oral messages in routine exchanges
2. Exprimarea orală în situații de comunicare uzuală	2. Oral communication in routine exchanges
3. Receptarea de mesaje scrise în situații de comunicare uzuală	3. Receive written messages in routine exchanges
4. Redactarea de mesaje în situații de comunicare uzuală	4. Write messages in routine exchanges

<b>Competențe specifice</b>	<b>Specific competences</b>
1.1. Identificarea sensului global al unor mesaje și dialoguri uzuale, clar articulate	1.1. Identify the global meaning of some clearly articulated simple messages and dialogues
1.2. Identificarea semnificației unor schimburi verbale uzuale și clar articulate, în situația în care interlocutorul oferă ajutor pentru a facilita înțelegerea	1.2. Identify the meaning of some common and clearly articulated verbal exchanges, when the interlocutor facilitates understanding
1.3. Manifestarea curiozității față de unele elemente specifice spațiului cultural al limbii studiate	1.3. Manifest curiosity towards some specific cultural elements of the studied language
2.1. Prezentarea simplă a unei persoane / a unui personaj	2.1. Simple presentation of a person / a character
2.2. Stabilirea de contacte sociale pe baza unor formule conversaționale simple (salut, bun rămas, prezentare, mulțumire, instrucțiuni)	2.2. Establish social contacts based on simple conversational routines (greetings, bidding farewell, introductions, thanks, instructions)
2.3. Exprimarea preferințelor	2.3. Expressing preference
2.4. Manifestarea disponibilității pentru participarea la dialog	2.4. Express willingness to participate in a dialogue
3.1. Identificarea informațiilor din panouri și semne aflate în locuri publice pentru facilitarea orientării	3.1. Identify information from posters and signs in public places, in order to facilitate orientation
3.2. Extragerea informațiilor dintr-un text scurt, însoțit de ilustrații	3.2. Extract information from a short, illustrated text
3.3. Identificarea informațiilor din mesaje scrise simple de la prieteni sau de la colegi	3.3. Identify information in simple written messages from friends or classmates
3.4. Manifestarea curiozității pentru lectura de orientare	3.4. Manifest curiosity for reading for orientation
4.1. Redactarea de mesaje simple și scurte	4.1. Write simple, short messages
4.2. Descrierea unor aspecte ale vieții cotidiene (oameni, locuri, școală, familie, hobby-uri), folosind propoziții scurte	4.2. Describe aspects of daily life (people, places, school, family, hobbies) using short sentences
4.3. Manifestarea disponibilității pentru schimbul de mesaje scrise simple	4.3. Manifest willingness to exchange simple written messages

# What's in this textbook? Let's take a tour!

## Ce cuprinde acest manual? Să facem o trecere în revistă!

### The printed version • Varianta tipărită

This textbook is an attractive and motivating course with clearly-structured skills and grammar syllabus, and a focus on natural communication. Students become aware of being confident learners and excellent communicators. They discover how to achieve success – at school, in exams and throughout their life!

This **Student's Book** includes:

- ✓ a starter unit of three pages;
- ✓ eight modules of 12-14 pages including a Self-check after each module;
- ✓ four Class portfolios;
- ✓ six pages of Final revisions;
- ✓ two pages of sketches, jokes, tongue twisters;
- ✓ eight pages of Grammar guides at the end of the textbook;
- ✓ a Digibook.

Acest manual este un curs atractiv și motivant, cu activități de vocabular și gramatică bine structurate fiind centrat pe comunicarea naturală. Elevii devin conștienți de capacitățile lor, încrezători în procesul de învățare și vorbitori excelenți. Ei descoperă calea spre succes – la școală, la examene și pe tot parcursul vieții!

**Manualul elevului** include:

- ✓ un modul introductiv de trei pagini;
- ✓ opt module de 12-14 pagini cu un test de evaluare după fiecare modul;
- ✓ patru proiecte de grup;
- ✓ șase pagini de Recapitulări finale;
- ✓ două pagini de schițe, glume și de exerciții de dicție;
- ✓ opt pagini de gramatică la sfârșitul manualului;
- ✓ manualul în format digital.



The **Vocabulary** is introduced through representative pictures and recorded so that students can practise the pronunciation.

The **Now say it!** box includes a listening activity, leading into a speaking activity meant to practise the vocabulary in short dialogues.

The **Reading** texts are informative and interesting and show the language in context. They promote communication skills and reading for pleasure.

The **Grammar** is presented with clear grammar tables. Graded exercises help students practise grammar forms and their meaning and use.

The **Pronunciation** box appears in every unit.

*Vocabularul* este prezentat prin intermediul unor imagini reprezentative și înregistrat astfel încât elevii să poată exersa pronunția.

Caseta *Acum e rândul tău!* include o activitate de ascultare, care conduce către exersarea vocabularului prin scurte dialoguri.

Textele de *Exersarea citirii* sunt bogate în informații și interesante și ilustrează folosirea limbii în contexte. Ele promovează abilitățile de comunicare și plăcerea lecturii.

*Gramatica* este prezentată în tabele clare. Exerciții cu grade diferite de dificultate îi ajută pe elevi să exerseze noțiunile de gramatică predate.

Caseta *Pronunție* apare în fiecare unitate.

## Speaking

## Writing



## Culture



The **Writing** page provides a model for different text types.

The **Speaking** section introduces the foreign language in routine exchanges.

The **Culture** section highlights different aspects of life in a variety of English – speaking countries.

Paginile de *Redactare* oferă un model pentru diferite tipuri de texte.

Pagina dedicată *Exprimării orale* introduce limba modernă în situații de comunicare uzuală.

Textele din secțiunea *Cultură* evidențiază diverse aspecte ale vieții din țări în care se vorbește limba engleză.

## Self-check



## Final revision



Every module is followed by a **Self-check** page to revise vocabulary and grammar and to raise awareness on newly acquired knowledge.

The six pages of **Final revisions** invite students to revise and consolidate the vocabulary and grammar from all the modules.

După fiecare modul există o pagină de *Evaluare* pentru recapitularea vocabularului și noțiunilor de gramatică predate și conștientizarea noilor cunoștințe învățate.

Cele șase pagini de *Recapitulări finale* invită elevii să repete și să consolideze noțiunile de vocabular și gramatică predate.

## The Digibook • Varianta digitală



The content of the digital version of the Student's book (The Digibook) is similar to the one in the printed version and it also includes a range of interactive multimedia learning activities (static, animated, interactive).

Forma electronică a manualului școlar are un conținut similar variantei tipărite a manualului și cuprinde, în plus, o serie de activități multimedia interactive de învățare (statice, animate, interactive).

AMII static  
AMII static



AMII animated  
AMII animat



AMII interactive  
AMII interactiv





Module	Vocabulary	Grammar
<b>Module 1</b> <b>My world</b> page 11	<ul style="list-style-type: none"> <li>▪ Countries and nationalities</li> <li>▪ Family</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>be</i>: present simple</li> <li>▪ Subject pronouns and possessive adjectives</li> <li>▪ Possessive 's</li> <li>▪ Question words</li> </ul>
<b>Module 2</b> <b>Appearance</b> page 23	<ul style="list-style-type: none"> <li>▪ Parts of the body</li> <li>▪ Adjectives of physical description</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>have got</i></li> <li>▪ Singular and plural nouns</li> </ul>
<b>Module 3</b> <b>Out and about</b> page 35	<ul style="list-style-type: none"> <li>▪ Places in town</li> <li>▪ Landscape features</li> </ul>	<ul style="list-style-type: none"> <li>▪ <i>there is / there are</i></li> <li>▪ Prepositions of place</li> <li>▪ Prepositions of movement</li> <li>▪ <i>a / an, some, any</i></li> </ul>
<b>Module 4</b> <b>Healthy living</b> page 47	<ul style="list-style-type: none"> <li>▪ Food</li> <li>▪ Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Countable – Uncountable nouns</li> <li>▪ Present simple</li> <li>▪ Expressing likes and dislikes</li> <li>▪ Subject and object pronouns</li> </ul>
<b>Module 5</b> <b>School life</b> page 61	<ul style="list-style-type: none"> <li>▪ Daily routines</li> <li>▪ School subjects</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adverbs of frequency</li> <li>▪ Word order: questions</li> <li>▪ Expressing ability – <i>can</i></li> </ul>
<b>Module 6</b> <b>Sport for all</b> page 73	<ul style="list-style-type: none"> <li>▪ Sport</li> <li>▪ Adjectives of opinion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present continuous</li> <li>▪ Present simple and present continuous</li> </ul>
<b>Module 7</b> <b>House and home</b> page 85	<ul style="list-style-type: none"> <li>▪ Rooms and furniture</li> <li>▪ Gadgets</li> </ul>	<ul style="list-style-type: none"> <li>▪ Definite and indefinite articles</li> <li>▪ The imperative – Giving instructions and performing commands</li> </ul>
<b>Module 8</b> <b>Celebrate!</b> page 97	<ul style="list-style-type: none"> <li>▪ Clothes and accessories</li> <li>▪ Weather and seasons</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present simple and present continuous (extensive practice)</li> <li>▪ Asking for permission – <i>may / may not</i></li> </ul>



- The alphabet and spelling
- Times
- Classroom objects
- Colours
- Classroom language

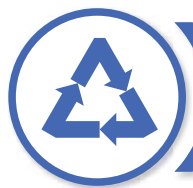
	Reading	Listening	Speaking	Writing	Culture & CLIL
	<ul style="list-style-type: none"> <li>▪ Around the world on a comic</li> <li>▪ The name game</li> </ul>	<ul style="list-style-type: none"> <li>▪ Stamps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Making friends</li> <li>▪ Giving personal information</li> </ul>	<ul style="list-style-type: none"> <li>▪ A personal profile</li> </ul>	<ul style="list-style-type: none"> <li> After-school clubs</li> <li> Literature</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Really weird animals</li> <li>▪ Create your own avatar!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cats and dogs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Looking after pets</li> <li>▪ Giving instructions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describing people</li> </ul>	<ul style="list-style-type: none"> <li> Pets</li> <li> Science</li> </ul>
	<ul style="list-style-type: none"> <li>▪ A place with a difference</li> <li>▪ <i>Tropical Islands</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ In town</li> </ul>	<ul style="list-style-type: none"> <li>▪ A day out</li> <li>▪ Giving directions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describing places – A city guide</li> </ul>	<ul style="list-style-type: none"> <li> New Year's Eve</li> <li> Geography</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Food myths</li> <li>▪ Have you got a healthy lifestyle?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>▪ At the café</li> <li>▪ Ordering food</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing a blog</li> </ul>	<ul style="list-style-type: none"> <li> British food</li> <li> Physical Education</li> </ul>
	<ul style="list-style-type: none"> <li>▪ A day in the life of a child genius</li> <li>▪ Redroofs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Hidden talents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Buying a ticket</li> </ul>	<ul style="list-style-type: none"> <li>▪ A magazine article</li> </ul>	<ul style="list-style-type: none"> <li> Performing arts</li> <li> Maths</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Street dancing in schools: is it PE?</li> <li>▪ Snowboarding blog</li> </ul>	<ul style="list-style-type: none"> <li>▪ Unusual sports</li> </ul>	<ul style="list-style-type: none"> <li>▪ Going out</li> <li>▪ Making arrangements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing an e-mail</li> </ul>	<ul style="list-style-type: none"> <li> Traditional sports</li> <li> Language</li> </ul>
	<ul style="list-style-type: none"> <li>▪ History on an English street</li> <li>▪ Useful gadgets: the toothbrush</li> </ul>	<ul style="list-style-type: none"> <li>▪ My favourite room</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking for information</li> </ul>	<ul style="list-style-type: none"> <li>▪ A story</li> </ul>	<ul style="list-style-type: none"> <li> The White House</li> <li> Art</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Dressing for the occasion</li> <li>▪ Come to Glastonbury ... but bring your umbrella!</li> </ul>	<ul style="list-style-type: none"> <li>▪ Fancy dress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Going to a party</li> <li>▪ Making and accepting invitations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Writing an e-message</li> </ul>	<ul style="list-style-type: none"> <li> Festivals around the world</li> <li> Music</li> </ul>



**Let's have fun!**  
page 120



**Grammar guides**  
page 121



# Starter module



## Introductions

- Read and listen. What are the students' names? What is the teacher's name?
- INTERFACE** Work in pairs. Introduce people in your class.

*That's Lucy. She's my classmate.*

Competences: 1.1; 1.2; 2.1; 2.2; 2.4.

## The alphabet and spelling

- Listen and repeat the alphabet.

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

- Listen to the teacher taking the register. What's Alex's full name?
- INTERFACE** Work in pairs. What's your partner's full name? How do you spell it?

*What's your name?*

*It's Joanna Harrison.*

*How do you spell it, please?*

*It's J-O-A-N-N-A  
H-A-R-R-I-S-O-N.*



## My school bag

8 Look at Emily's bag. Match objects 1–10 with the words in the box.



1 – book

book dictionary notebook pen pencil pencil case pencil sharpener rubber ruler school bag



9 Listen and repeat.

## Times

6 Match the clocks with the times below.



- |                     |                      |
|---------------------|----------------------|
| 1 quarter to eleven | 4 ten past two       |
| 2 three o'clock     | 5 five to nine       |
| 3 half past twelve  | 6 quarter past three |

7 What time is your ...

- |                |                |
|----------------|----------------|
| 1 first class? | 3 lunch?       |
| 2 break time?  | 4 last lesson? |

## Colours

10 Match the colours with the objects in exercise 9. Which colour can't you see?

black blue brown green orange  
pink purple red white yellow

The book is green.

## Classroom language

11 Match questions 1–5 with answers a–e.

How do you say 'creion' in English? It's 'pencil'.

- |                                       |                                   |
|---------------------------------------|-----------------------------------|
| 1 How do you say 'creion' in English? | a) Yes, of course. It's 'pencil'. |
| 2 Can you repeat that, please?        | b) P-E-N-C-I-L.                   |
| 3 How do you spell that?              | c) Here you are.                  |
| 4 What page are we on?                | d) We're on page 9.               |
| 5 Can I have a pen, please?           | e) It's 'pencil'.                 |

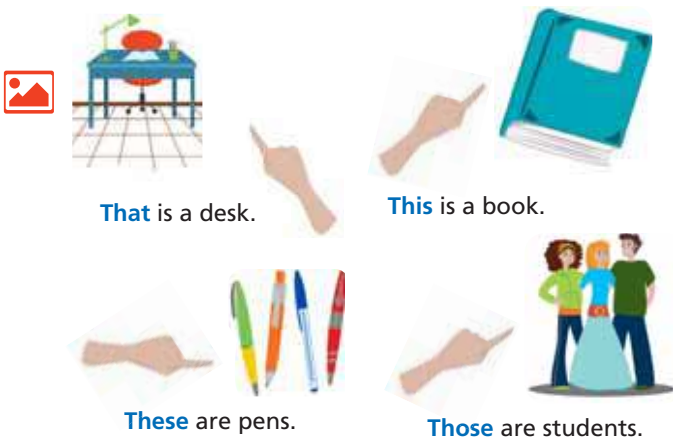
12 Listen and repeat.



Use these useful expressions in your English class.

## Demonstrative pronouns

<b>This</b> is my English class.	<b>That</b> is my desk.
<b>These</b> are my friends.	<b>Those</b> are my pens.



### 13 Read the sentences choosing the right word.

*This / These* is my pencil case.

- 1 *This / These* is my book.
- 2 *That / Those* are my pens.
- 3 *This / These* are our school bags.
- 4 *That / Those* is my dictionary.
- 5 *That / Those* are his notebooks.
- 6 *This / These* is my ruler.

## Cardinal numbers

<b>1</b> one	<b>11</b> eleven	<b>21</b> twenty-one	<b>40</b> forty
<b>2</b> two	<b>12</b> twelve	<b>22</b> twenty-two	<b>50</b> fifty
<b>3</b> three	<b>13</b> thirteen	<b>23</b> twenty-three	<b>60</b> sixty
<b>4</b> four	<b>14</b> fourteen	<b>24</b> twenty-four	<b>70</b> seventy
<b>5</b> five	<b>15</b> fifteen	<b>25</b> twenty-five	<b>80</b> eighty
<b>6</b> six	<b>16</b> sixteen	<b>26</b> twenty-six	<b>90</b> ninety
<b>7</b> seven	<b>17</b> seventeen	<b>27</b> twenty-seven	<b>100</b> a / one hundred
<b>8</b> eight	<b>18</b> eighteen	<b>28</b> twenty-eight	<b>1,000</b> a / one thousand
<b>9</b> nine	<b>19</b> nineteen	<b>29</b> twenty-nine	<b>1,000,000</b> a / one million
<b>10</b> ten	<b>20</b> twenty	<b>30</b> thirty	<b>1,000,000,000</b> a / one billion

## Ordinal numbers

<b>1st</b> – first	<b>11th</b> – eleventh	<b>21st</b> – twenty-first
<b>2nd</b> – second	<b>12th</b> – twelfth	<b>22nd</b> – twenty-second
<b>3rd</b> – third	<b>13th</b> – thirteenth	<b>23rd</b> – twenty-third
<b>4th</b> – fourth	<b>14th</b> – fourteenth	<b>24th</b> – twenty-fourth
<b>5th</b> – fifth	<b>15th</b> – fifteenth	<b>25th</b> – twenty-fifth
<b>6th</b> – sixth	<b>16th</b> – sixteenth	<b>26th</b> – twenty-sixth
<b>7th</b> – seventh	<b>17th</b> – seventeenth	<b>27th</b> – twenty-seventh
<b>8th</b> – eighth	<b>18th</b> – eighteenth	<b>28th</b> – twenty-eighth
<b>9th</b> – ninth	<b>19th</b> – nineteenth	<b>29th</b> – twenty-ninth
<b>10th</b> – tenth	<b>20th</b> – twentieth	<b>30th</b> – thirtieth



We use ordinal numbers to express order and dates.  
*My birthday is on the 15th (fifteenth) of August / on August, 15th.*  
*Our classroom is on the 1st (first) floor.*

### 14 INTERFACE Work in pairs. Use the model to make dialogues.

*When is your birthday?*

*It's on the 20th of June.  
When's yours?*

*It's on the 2nd of October.*





## IN THIS MODULE YOU WILL LEARN:

- Vocabulary**
- Countries and nationalities
  - Family
- Grammar**
- *be*: present simple
  - Subject pronouns and possessive adjectives
  - Possessive 's
  - Question words
- Speaking**
- Making friends
  - Giving personal information
- Writing**
- A personal profile

## Find the page numbers for:

- Comic characters
- The name of a magazine
- The picture of a famous actor

Competences:  
1.1; 1.2; 1.3; 2.1; 2.2;  
2.3; 2.4; 3.2.

Unit 1a

Countries and nationalities



ABC

Vocabulary

1 Look at the map. Match places 1-6 with the countries in the box.

Australia Belgium Canada China Colombia  
Ecuador France Ireland Japan Mexico Morocco  
Romania Spain the UK the USA

2 Write the countries in exercise 1 in your notebook matching them with the nationalities in the box.

Mexican American Japanese Spanish Romanian  
Moroccan Irish Chinese Canadian British French  
Colombian Belgian Australian Ecuadorian

Australia – Australian

3 Listen and repeat.

**Pronunciation**  
Word stress

a How many syllables do these words have?

1 a) Canada            b) Canadian  
2 a) Ecuador        b) Ecuadorian  
3 a) China            b) Chinese  
4 a) Japan            b) Japanese

b Listen and observe the stress on the words in exercise a.

1 a) Canada            b) Canadian

4 Choose the correct answers. Write the sentences in your notebook.

- 1 More than 1.3 billion people live in ...  
a) China.    b) Japan.
- 2 Dracula is from ...  
a) Romania. b) Mexico.
- 3 Irish people aren't from ...  
a) Europe.    b) Asia.
- 4 English and French are the official languages of ...  
a) Canada.    b) the USA.
- 5 Quito is the capital city of ...  
a) Ecuador.    b) Colombia.



Now say it!

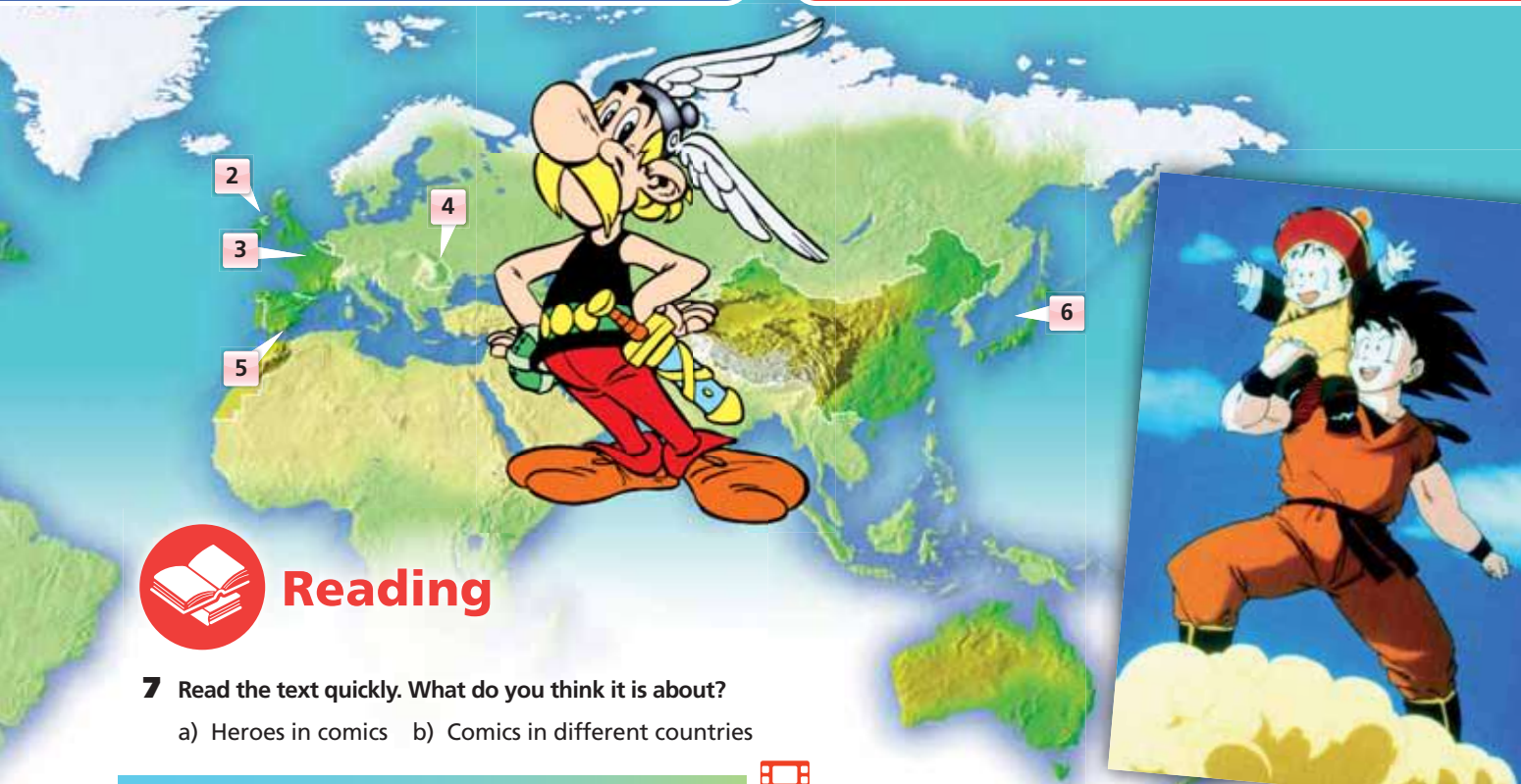
5 Listen to Alex, Ben and Emily. Where are they from?

6 Work in pairs. Introduce yourself.

Hi! My name's Katie.

I'm from Melbourne. It's in Australia.





## Reading

**7** Read the text quickly. What do you think it is about?

- a) Heroes in comics   b) Comics in different countries

### Around the world on a comic

The two big American comic companies, DC Comics and Marvel, are from New York City in the USA. American comics are usually in colour and they're full of superheroes like Superman, Batman and Spider-Man. Lex Luthor and the Joker are also American comic book characters, but they aren't heroes. They're villains!

Manga comics are from Japan. They're very different from American comics. Manga comics are small, you read the comic from right to left and they aren't usually in colour, they are in black and white. The stories are for boys and girls: Shōnen manga, like Naruto or Dragon Ball, are action stories, but Shōjo manga are normally about people and romance.

The comic industry is also big in France and Belgium. Asterix is French and Tintin is Belgian. These characters are very popular all over the world.

Which comic book characters are popular in your country?



**8** Read and listen. Write the sentences in your notebook.

- 1 Superman is from ...
- 2 Naruto is from ...
- 3 Tintin is from ...

**9** Read the text again. Are the sentences true or false?

*Asterix is French. – T*

- 1 American comics aren't in colour.
- 2 Comic characters in the USA are all heroes.
- 3 Manga comics aren't big.
- 4 Dragon Ball is an example of Shōjo manga.



Learn words with their antonyms so you've got a bigger vocabulary.

**10** Read the text again and match the antonyms. Write them in your notebook.

- |          |                    |
|----------|--------------------|
| 1 big    | a) black and white |
| 2 heroes | b) small           |
| 3 left   | c) villains        |
| 4 colour | d) right           |

**11** **CLASS VOTE** Who is your favourite comic book hero? Who is your favourite villain?



# Grammar

## be: present simple

affirmative	
long form	short form
I am	I'm French.
You are	You're a hero.
He / She / It is	He / She / It's big.
We / You / They are	We / You / They're Greek.

negative	
long form	short form
I am not	I'm not French.
You are not	You aren't a hero.
He / She / It is not	He / She / It isn't small.
We / You / They are not	We / You / They aren't tall.

1 Look at the sentences in the table. What is the full form of the words in blue?

2 Read the sentences about Superman using the verb to be.

- Hi! My name ... Superman.
- My real name ... Clark Kent.
- I ... from a planet called Krypton.
- My friends ... Wonder Woman and Batman.
- This ... my newspaper, the *Daily Planet*.

3 Write affirmative and negative sentences about Batman.

Hello there! I / not / Superman. I / Batman.  
Hello there! I'm not Superman. I'm Batman.

- My real name / not / Batman. It / Bruce Wayne.
- I / not / from New York. I / from Gotham City.
- My assistant / not / Spider-Man. It / Robin.
- We / not / from the UK. We / from the USA.
- The Joker and the Penguin / not / my friends. They / my enemies!
- My car / not / the Batcar. It / the Batmobile.

4 Write true sentences about you with the affirmative and negative form of the verb to be.

Romanian *I'm Romanian.*

- |                     |                  |
|---------------------|------------------|
| 1 from the UK       | 4 a football fan |
| 2 14 years old      | 5 Japanese       |
| 3 in my maths class | 6 a superhero    |

## Subject pronouns and possessive adjectives

subject pronouns					
I	you	he / she / it	we	you	they
possessive adjectives					
my	your	his / her / its	our	your	their
I'm from Japan. <b>My</b> favourite food is sushi. She's Canadian. <b>Her</b> favourite superhero is Batman. They're students. <b>Their</b> teacher's name is José.					

5 Write the text in your notebook choosing the correct words.



Hi! I'm Alex and this is my friend, Lucy. (1) **Our** / **Your** favourite actor is Tobey Maguire. He's from the USA. (2) **His** / **Her** real name is Tobias Vincent Maguire. (3) **His** / **Its** favourite hobby is basketball. Tobey Maguire is famous for the *Spider-Man* films. *Spider-Man* is (4) **my** / **their** favourite comic book hero!

6 Correct the sentences. Use the words in brackets.

- I am with my sister. (mum)  
*No, I'm not with my sister. I'm with my mum.*
- We are in the park. (party)
  - Fred is in grade 5A. (5D)
  - Their neighbours are old. (young)
  - I am a student. (pupil)
  - Julia is from Germany. (France)
  - The skipping rope is on the floor. (in the box)
  - It is cloudy today. (sunny)



**7**  **INTERFACE**


Work in pairs.  
Who is your favourite actor?

My favourite actor is ...



British    from China    superheroes  
12 years old    your favourite class

Is English your favourite class?

**11**  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

Is English your favourite class?

Yes, it is.

**be: present simple**

**questions and short answers**

**Am** I from Japan?

Yes, I **am**.                      No, I'm **not**.

**Are** you in the classroom?

Yes, you **are**.                      No, you **aren't**.

**Is** he / she / it British?

Yes, he / she / it **is**.                      No, he / she / it **isn't**.

**Are** we / you / they students?

Yes, we / you / they **are**.    No, we / you / they **aren't**.

**8** Look at the sentences in the table. What is the correct word order for questions?

- a) subject + verb + other words
- b) verb + subject + other words

**9** Order the words and write the questions in your notebook.

your name / Tobey / Is ?

Is your name Tobey?

- 1 I / 12 / Am ?
- 2 from Australia / Is / your best friend ?
- 3 your English teacher / from Canada / Is ?
- 4 you / British / Are ?
- 5 Superman / Is / favourite comic / your ?
- 6 your friends / Are / 24 ?


**10** Write questions matching the words and phrases in the boxes below.

English    your best friend    you  
Superman and Spider-Man    your friends

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 **Listening Stamps**

**12** Look at the list of names in exercise 13. Who is your favourite?

**13**  Listen to Alex talking to Emily about his stamp collection. Put the names below in the order they talk about them.

- Astro Boy
- Snowy
- Batman
- Tintin
- Osamu Tezuka



**14** Listen again and choose the correct words. Write the sentences in your notebook.

- 1 The Batman stamp **is / isn't** Alex's favourite stamp.
- 2 The Batman stamp **is / isn't** a British stamp.
- 3 Osamu Tezuka **is / isn't** a manga artist.
- 4 Astro Boy **is / isn't** a manga cartoon character.
- 5 The Tintin stamp **is / isn't** from Belgium.
- 6 Tintin **is / isn't** from France.

**15** Do you collect things? Are you a stamp collector?




The word *cartoon* comes from the Italian word *cartone*. This is a strong paper which artists use.



# Speaking Making friends



**1** Emily is at an after-school club. Look at the picture. Can you remember the names of her classmates?

**2**  Listen to Emily and Jonathan and answer the questions.


- 1 How old is Jonathan?
- 2 Where is Jonathan from?

**3**  Listen again and repeat the dialogue using the information in exercise 2.

Hello, I'm Emily.	→	Hi, Emily.
What's your name?	→	My name's Jonathan.
Nice to meet you, Jonathan. How old are you?	→	I'm (1) ... years old. What about you?
I'm 12. Where are you from?	→	I'm from (2) ... How about you?
Oh, I'm from (3) ...	→	

## Practise

- 4** Act out the dialogue in exercise 3.
- 5** Write the questions below in your notebook and give true answers.
- 1 What's your name?
  - 2 How old are you?
  - 3 Where are you from?

 **ROLE PLAY** Imagine you are with a friend and you meet a classmate. Introduce your friend to your classmate. Work in small groups.

<i>Hello / Hi!</i>	<i>This is my...</i>
<i>Nice to meet you!</i>	<i>Good bye / Bye-bye!</i>

## Functional language

### Giving personal information

**What's your name?**  
My name's Jonathan.

**How old are you?**  
I'm 14 years old.

**Where are you from?**  
I'm from Ireland.

## Speaking task

Prepare a dialogue between you and Emily.

### Step 1

First, choose a character.

**Name:** Jack  
**Age:** 11  
**Country:** Canada



**Name:** Rosie  
**Age:** 10  
**Country:** the UK



### Step 2

Think about what Emily says.

*Hello.*

*What's your name?*

*How old are you?*

*Where are you from?*

*Nice to meet you.*

Think about what you say.

*Hi!*

*My name's ...*

*I'm ... years old.*

*I'm from ...*

*Nice to meet you too.*

### Step 3

Write your dialogue.

### Step 4

Work in pairs. Take it in turns to practise your dialogue.



## Culture After-school clubs

After-school clubs are a fantastic way to make friends. They are very popular in the UK. Here are some of them.



Sports clubs are a great way to do exercise and meet people. Swimming clubs are very popular with young people. Clubs meet every day and members swim in the morning before school and in the evening after school. There are lots of competitions too.

The Scouts is a big international organization. Its name is 'World Organization of the Scout Movement'. It is originally from Britain and is over 100 years old. Its members are from all over the world and they are 6–25 years old. More than 400,000 young people are Scouts in the UK today.


### 6 Read and listen to the information about after-school clubs. Then answer the questions.

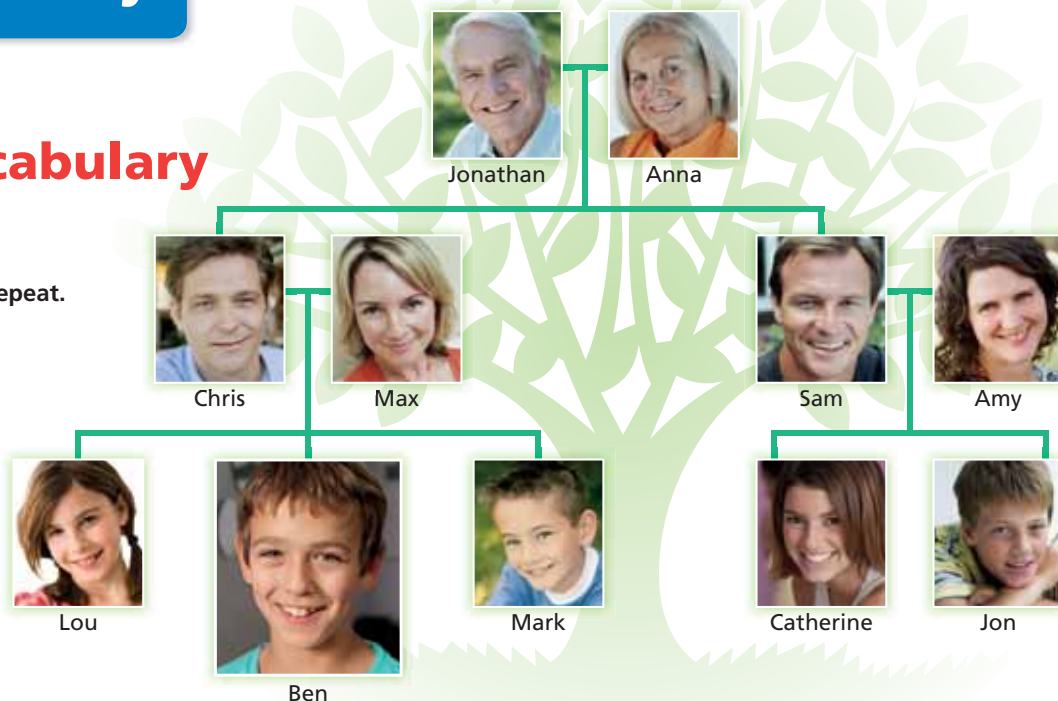
- 1 Are after-school clubs popular?
- 2 Are there swimming classes every day?
- 3 Are there competitions?
- 4 How many people are Scouts in the UK?
- 5 How old are they?

### **7** What after-school clubs are there in Romania?

Unit **1b** **Family**

**ABC** **Vocabulary**

1  Listen and repeat.



2 Imagine you are Ben. Look at the family tree and talk about the family members. Use the words in the box. Write the sentences in your notebook.

aunt brother cousin (x2) dad grandad grandma grandparents mum parents sister uncle

- 1 My little ... is Mark. He's seven.
- 2 My ... is Louise, but her nickname's Lou.
- 3 Chris and Max are my ... They're great!
- 4 Chris is my ... His real name's Christopher.
- 5 Maxine is my ... Her nickname's Max.
- 6 My ... are Jonathan and Anna.
- 7 Jonathan is my ... and Anna is my ... She's from Spain.
- 8 My ... is Sam. He's my dad's brother.
- 9 My ... is Amy.
- 10 My ... is called Jon. His name's Jonathan like my grandad's.
- 11 My other ... is Jonathan's sister and her name's Catherine.

3 Write sentences about the people in Ben's family.

- brother  
*His brother's name is Mark.*
- grandparents  
*His grandparents' names are Jonathan and Anna.*
- 1 sister      3 aunt
- 2 parents    4 cousins

4 Write about your family. Use the sentences in exercise 2 to help you.

*My little sister is Marta. She's ten.*

5 Complete the sentences with ' or 's:

- We love Grandma ... cookies.
- We love Grandma's cookies.*
- 1 Billy ... blue car is in the garage.
- 2 Bring the babies ... toys.
- 3 The doctors ... kids are very nice.
- 4 Mr. John ... secretary is here.
- 5 My friends ... cousins are beautiful.



We use 's after a name or singular noun:  
*Sam is my dad's brother.*  
We use ' after a plural word:  
*My grandparents' names are Jonathan and Anna.*

