

H. Q. Mitchell – Marileni Malkogianni

STUDENT'S BOOK



DATASTATUS

ЕНГЛЕСКИ ЈЕЗИК

за 5. разред основне школе,
пета година учења

Уџбеник

1

PORTAL TO ENGLISH

Portal to English 1

Енглески језик за пети разред основне школе, пета година учења
Уџбеник

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PORTAL TO ENGLISH






























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2 My favourites <p>p. 23</p>	<ul style="list-style-type: none"> • Personal belongings • Talents and abilities • Parts of the body • Pets • Physical appearance 	<ul style="list-style-type: none"> • The verb <i>have got</i> • The verb <i>can</i> • Possessive Case • Whose...? • These/Those • Adjectives 	<ul style="list-style-type: none"> • Expressing possession • Expressing ability • Describing people and pets • Asking for and giving permission • Making and responding to a polite request 	<ul style="list-style-type: none"> • A comic strip: <i>The Sleepover</i> • A book blurb: <i>The Missing Painting</i> • A comic strip: <i>Parrot Problems</i>
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<ul style="list-style-type: none"> • Three people saying their phone numbers • Three short conversations referring to time <p>*Numbers (thirteen vs thirty)</p>	<ul style="list-style-type: none"> • Pair work: Asking for and giving basic personal information • Pair work about classroom objects 		  
<ul style="list-style-type: none"> • Two teenagers answering questions for a survey • Three conversations between friends talking about people they know • Six brief exchanges <p>*/s/, /f/, /tʃ/</p>	<ul style="list-style-type: none"> • Presentation: Presenting one's family tree • Group survey about school subjects, and presentation of results • Group survey about favourites • Pair work: Saying where you are from and where you live • Group work: Greeting, introducing someone and saying goodbye • Pair work: Asking for and giving basic personal information 	<ul style="list-style-type: none"> • Creating a family tree • A few sentences about one's favourite film star, sports star or singer/band • A blog including basic personal information <p>Developing skills: Capital letters, punctuation</p>	      
<ul style="list-style-type: none"> • A conversation between two friends about possessions • Two monologues describing people • A conversation between two friends at a school party • Four brief exchanges <p>* <i>can/can't</i></p>	<ul style="list-style-type: none"> • Group work about family, friends and possessions, and presentation of results • Group survey about talents and abilities, and presentation of results • Pair work (Game): Spot the differences • Pair work (Guessing game): Who is it? • Pair work: Asking for permission, making requests and responding • Pair work about one's best friend 	<ul style="list-style-type: none"> • A few sentences about what one can/can't do • A few sentences about a pet • A paragraph about one's best friend <p>Developing skills: Linking words (<i>and, but</i>)</p>	     
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<ul style="list-style-type: none"> • Two people talking about a place in their town/city • Three short conversations at an amusement park • A conversation between a brother and a sister at an amusement park <p>*Silent letters</p>	<ul style="list-style-type: none"> • Pair work about furniture and things in one's bedroom • Pair work (Game): Spot the differences • Presentation: Presenting one's video game house • Group work (Guessing game): Talking about rules in different places • Pair work (Role play): Asking for and giving information about places • Pair work about one's house/flat 	<ul style="list-style-type: none"> • A few sentences about one's bedroom • A few sentences describing a video game house • A few sentences describing one's neighbourhood • A description of one's house/flat <p>Developing skills: Describing a house/flat and listing things</p>	     

CONTENTS

Modules	Vocabulary	Grammar	Functions	Reading
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6 Let's have fun <i>p. 71</i>	<ul style="list-style-type: none"> • Means of communication • Weather • Seasons • Animals • Types of films 	<ul style="list-style-type: none"> • Present Progressive • Present Simple vs Present Progressive • Why...? / Because... • <i>like/enjoy/love/hate + -ing</i> form 	<ul style="list-style-type: none"> • Talking about current activities • Distinguishing between habitual actions and current activities • Expressing reason • Expressing like and dislike • Expressing opinion • Making and responding to suggestions 	<ul style="list-style-type: none"> • An email, a text message and two short dialogues • A chat room • A dialogue at a monkey sanctuary
7 Going on a trip! <i>p. 83</i>	<ul style="list-style-type: none"> • Types of holiday • Adjectives describing feelings • Adventure sports • Geographical features • Years • Souvenirs 	<ul style="list-style-type: none"> • Past Simple of the verb <i>be</i> • There was / There were • Past Simple (regular and irregular verbs) • Time expressions 	<ul style="list-style-type: none"> • Describing feelings • Talking about past events • Asking and answering about prices • Sequencing events 	<ul style="list-style-type: none"> • A dialogue about a camping trip • A magazine article: <i>What an Experience!</i> • An interview: <i>A Trip to Madagascar</i>
8 Special days <i>p. 95</i>	<ul style="list-style-type: none"> • Months • Dates • Clothes • Celebrations • Wishes 	<ul style="list-style-type: none"> • Future <i>be going to</i> • Time expressions • Comparative forms • Superlative forms • Future <i>will</i> 	<ul style="list-style-type: none"> • Discussing future events and plans • Making comparisons • Making offers, requests, promises and on-the-spot decisions • Inviting and accepting/refusing an invitation 	<ul style="list-style-type: none"> • Three short dialogues about a mountain bike race • A comic strip: <i>Getting Ready for Summer Camp</i> • A flyer: <i>The Albuquerque International Balloon Fiesta</i>

Listening (Pronunciation*)	Speaking	Writing	21 st century competencies
<ul style="list-style-type: none"> • A conversation between two friends about their favourite snacks • Four teenagers answering questions for a survey • A teenager ordering at a restaurant <p><i>*/g/, /dʒ/</i></p>	<ul style="list-style-type: none"> • Pair work (Memory game): What food is there in the picture? • Pair work about food for a party • Presentation: Presenting information about a traditional dish/dessert • Group survey about eating habits, and presentation of results • Pair work (Role play): Ordering and taking an order at a restaurant • Pair work about one's favourite meal of the day 	<ul style="list-style-type: none"> • Doing research and creating a picture poster about a traditional dish/dessert, including information • Two paragraphs about one's favourite meal of the day <p>Developing skills: Avoiding repetition</p>	       
<ul style="list-style-type: none"> • A conversation between two friends at a park • Two short conversations between friends • Three people talking about films they like watching <p><i>*/n/, /ŋ/</i></p>	<ul style="list-style-type: none"> • Pair work about the weather and seasons • Pair work (Guessing game): What are they doing? • Presentation: Presenting information about an animal • Pair work about films • Group work: Suggesting and making a decision • Pair work: Asking and answering questions commonly used in text messages 	<ul style="list-style-type: none"> • Doing research and creating a picture poster about an animal, including information and captions • A text message to a friend <p>Developing skills: Using intensifiers</p>	      
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<ul style="list-style-type: none"> • Three short conversations about buying clothes • Two short conversations about Mother's Day • A conversation between two friends who are choosing e-cards • Three short telephone conversations <p><i>* The letter c</i></p>	<ul style="list-style-type: none"> • Pair work about dates • Pair work about future plans • Pair work: Comparing and making a decision • Presentation: Presenting information about a celebration/festival • Group work (Role play): Inviting, accepting and refusing an invitation • Pair work about a birthday party 	<ul style="list-style-type: none"> • Doing research and creating a picture poster about a celebration/festival, including information • An email of invitation <p>Developing skills: Set phrases for letters and emails</p>	      

Hello

What's your name?

🔊 Listen and repeat. Then practise in pairs.

Hello! I'm Kevin.
What's your name?

Hi, Kevin. My
name's Debbie.
Nice to meet you.

Nice to meet you, too.

The alphabet

A 🔊 Listen and repeat. Then write the capital letters next to the lower case letters.

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

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 ☐

B 🔊 Listen and write the letters to find the password.



C Talk in pairs.

How do you spell your first name?
K-E-V-I-N.
How do you spell your surname?
W-I-double L-I-A-M-S.

Numbers

A Listen and repeat.



B Listen and write the telephone numbers you hear.



NOTE

In phone numbers,
0 is pronounced 'oh'.

C Talk in pairs.

*What's your phone number?
It's 505 9126.*

D Complete with the numbers in the box. Then listen and check your answers.

ninety seventeen sixty ten twenty-one fourteen	10	11	12	13	14	15
		eleven	twelve	thirteen		fifteen
	16	17	18	19	20	21
	sixteen		eighteen	nineteen	twenty	
30	40	50	60	70	80	90
thirty	forty	fifty		seventy	eighty	a/one hundred

E Listen and repeat. Notice the difference in pronunciation.

thirteen - thirty sixteen - sixty

G Talk in pairs.

*How old are you?
I'm 13 (years old).*

F Listen and tick (✓) the number you hear.

- | | | | |
|-------|-----------------------|----|-----------------------|
| a. 15 | <input type="radio"/> | 50 | <input type="radio"/> |
| b. 19 | <input type="radio"/> | 90 | <input type="radio"/> |
| c. 17 | <input type="radio"/> | 70 | <input type="radio"/> |
| d. 14 | <input type="radio"/> | 40 | <input type="radio"/> |
| e. 18 | <input type="radio"/> | 80 | <input type="radio"/> |



Time

A What's the time? Look at the digital clocks 1-6 and match them with the clocks a-f. Then listen and check your answers.



It's eleven o'clock.



It's ten past eleven.



It's a quarter past eleven.



It's half past eleven.



It's twenty to twelve.



It's a quarter to twelve.

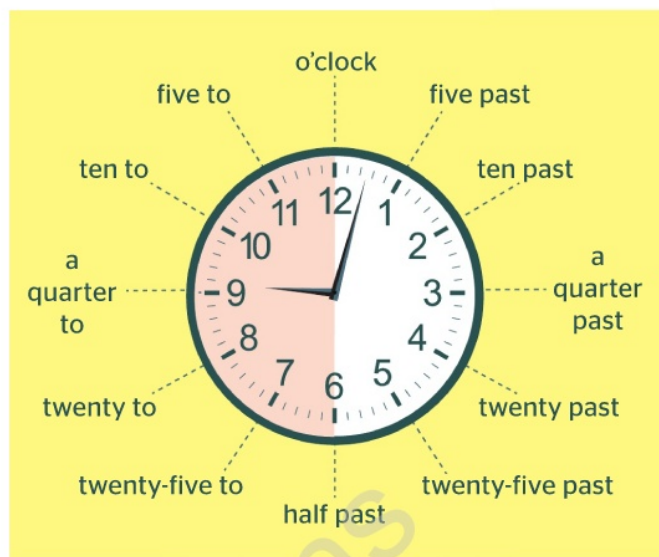


NOTE

Remember:

12 p.m. = midday/noon

12 a.m. = midnight



B Listen to three short dialogues and choose the correct clock, a or b.

1



2



3



C Look and read.

DEPARTURES		
Time	Destination	Flight
07:30	BEIJING	R4 4509
07:40	LONDON	DN 0045
07:45	NEW YORK	OD 7158
08:05	DUBAI	UC 1207
08:10	CHICAGO	EB 3436
08:20	PARIS	NP 1976

At school

A Look at the picture and complete with **a** or **an**. Then listen and check your answers.

A / AN

a pencil

an apple



B Look at the pictures and complete the bubbles with **this** or **that**. Listen and check your answers. Then, in pairs, go around the classroom and ask and answer about things.

THIS / THAT

A: What's **this**?

here

B: It's a mobile phone.

A: What's **that**?

there

B: It's a tablet.

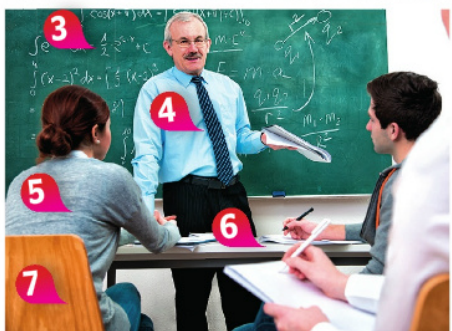
1. is a globe.



2. is a map.



C Look at the pictures. Write the numbers next to the words in the box. Then listen and check your answers.



- ☐ desk
- ☐ window
- ☐ student
- ☐ board
- ☐ teacher
- ☐ door
- ☐ chair

D Look around your classroom, count and write.

PLURALS

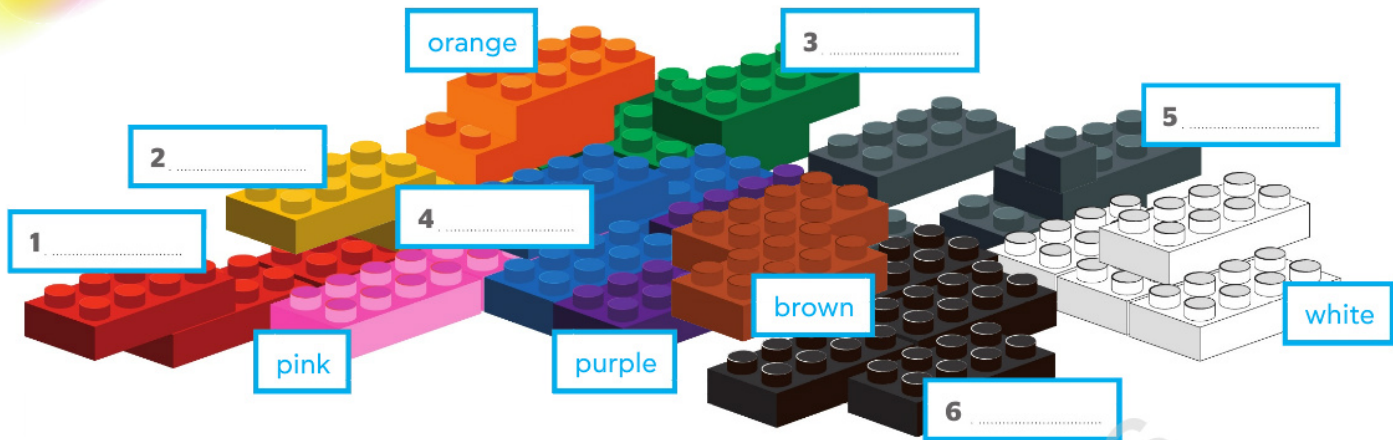
a pencil → pencils

- (window) (three) windows
- (desk)
- (school bag)
- (map)
- (chair)
- (ruler)

Colours

A Label the picture with the words. Then listen and check your answers.

grey yellow black blue green red



B Talk in pairs. Point to different objects in your classroom and ask and answer questions.

What colour is this/that?

It's blue. / It's black and white.

Classroom language

A Listen and number 1-9.



Look at the board.



Write.



Talk in pairs.



Read the text.



Open your books.



Listen.



Close your books.



Stand up.



Sit down.

IMPERATIVE

Affirmative → Read.

Negative → Don't read.
(Don't = Do not)

B Listen and repeat. Who usually says these things? **Teachers**, **students** or **both**?

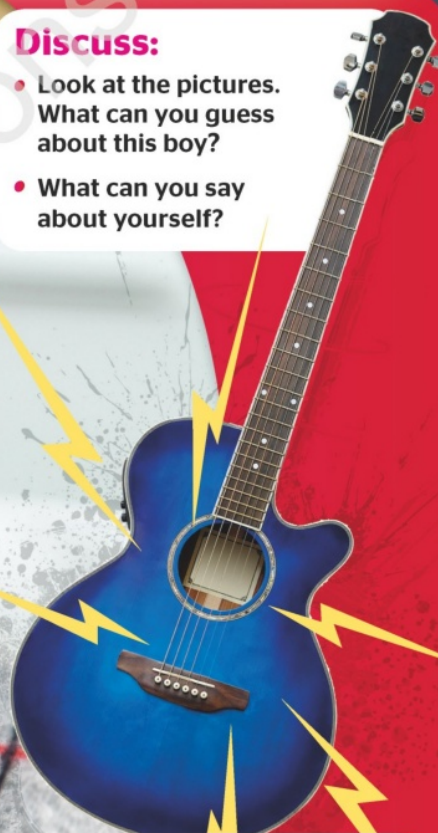
Don't open your book.
I don't understand.
I don't know.
Yes, that's right.
Be quiet, please.
What does this word mean?
Write a sentence.
Speak in English.
How do you say 'lápiz' in English?
Any questions?
Can you repeat that, please?

1 THIS IS ME



Discuss:

- Look at the pictures. What can you guess about this boy?
- What can you say about yourself?



In this module you will learn...

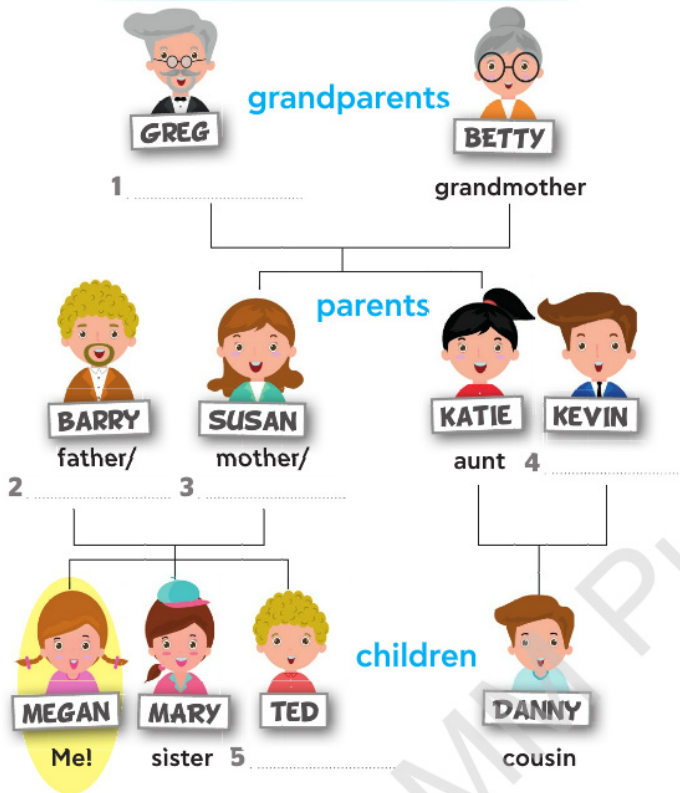
- to talk about the members of your family
- to talk about school subjects and say what you're good at
- to talk and write about your favourite film star, sports star, singer, band, etc.
- to say where you are from
- to introduce yourself and others
- to greet people and say goodbye in formal and informal situations
- to ask for and give basic personal information
- to write about yourself



Vocabulary

A Complete the family tree with the words in the box. Then listen and check your answers.

dad brother mum
grandfather uncle



B Complete the table below with words from the family tree above.

Boys / Men	Girls / Women

NOTE

a man → two men
a woman → three women
a child → four children



Over to you...

Look at the family tree and find two sisters and two cousins.

Read

A Listen and read.

9:47 AM

my BLOG



Meet my gadget family!

Hello, I'm Jett. I'm thirteen years old and this is my family. We love gadgets! They're cool!



My parents, Alice and Clark, are computer teachers.

< 1 2 3 4 5 >