

5 klasės vadovėlio
PAVYZDINĖ TEMA



UNIT	VOCABULARY	GRAMMAR	READING AND CRITICAL THINKING
STARTER Page 6	What do you know?	Vocabulary: saying hello, personal objects, colours, days of the week, the classroom, classroom instructions, numbers 1–100, international words, the alphabet	
1 Page 12	Our world WDYT? How are countries different? Countries and nationality adjectives Adjectives to describe places Top three places in the world	<i>be:</i> affirmative and negative <i>be:</i> questions and short answers	Informational texts <i>The Netherlands: a good place to be a teenager</i> Subskill: Identifying different types of text
Social and emotional competence Page 24			
2 Page 26	Family WDYT? What is a family? Family Describing people Parts of the body and face Describing hair Me and my family	<i>have got:</i> affirmative and negative Possessive 's and 's <i>have got:</i> questions and short answers	A TV guide <i>Meet the Putmans</i> Subskill: Predicting what a text is about
Social and emotional competence Page 38			
CLIL and CULTURE Page 40			
3 Page 42	Eat well WDYT? What's the ideal meal? Food and drink The shopping centre Farmers' market	Countable and uncountable nouns <i>some, any, a lot of there is/are</i>	A news story <i>Meatless Mondays</i> Subskill: Understanding the general idea
Social and emotional competence Page 54			
4 Page 56	My time WDYT? Why is it a good idea to organise your time? The time Daily routines Free-time activities Sloth calendar	Present simple: affirmative and negative Present simple: <i>Yes/No</i> questions and short answers Present simple: <i>Wh-</i> questions <i>love/like/don't like/hate</i> + noun Object pronouns	An online article <i>Life in a K-pop academy</i> Subskill: Reading for detail
Social and emotional competence Page 68			
CLIL and CULTURE Page 70			
5 Page 72	Tech life WDYT? Does technology make the world better? How? Abilities Technology nouns Adjectives Smartphone gadget crafts	<i>can</i> and <i>can't</i> <i>can:</i> questions and short answers Comparative adjectives Possessive pronouns	A web page <i>Amazing robots!</i> Subskill: Reading for specific information
Social and emotional competence Page 84			
6 Page 86	The world is art WDYT? What is art? Rooms and furniture Prepositions Clothes and accessories Fairy tale house	Present continuous: affirmative and negative Present continuous: <i>Yes/No</i> questions and short answers Present continuous: <i>Wh-</i> questions	An entertainment guide <i>The great escape!</i> Subskill: Answering true or false questions
Social and emotional competence Page 98			
CLIL and CULTURE Page 100			
7 Page 102	Famous lives WDYT? What does it mean to be famous? Jobs Dates Adjectives to describe feelings This day in history	Past simple of <i>be:</i> affirmative, negative, <i>Yes/No</i> questions and short answers, <i>Wh-</i> questions Past simple of regular and irregular verbs: affirmative	An article <i>Celebrities past and present</i> Subskill: Reading in different ways
Social and emotional competence Page 114			
8 Page 116	From A to B WDYT? What's the best way to travel, and why? Transport Transport collocations Nadiya's journey	Past simple: negative Past simple: questions and short answers Superlative adjectives	A magazine article and Q & A interview <i>Scooters in the 21st century</i> Subskill: Asking questions before you read
Social and emotional competence Page 128			
CLIL and CULTURE Page 130			
9 Page 132	Look what you know!	Vocabulary and Grammar review	Reading: review of subskills
Pronunciation Page 140 Project planner Page 142 Phrasebook Page 146			

LISTENING	REAL-WORLD SPEAKING	WRITING	PRONUNCIATION	PROJECT
Grammar: subject pronouns and possessive adjectives, <i>a/an</i> and plurals, <i>this/that/these/those</i> , imperatives				
A phone conversation about New Zealand Subskill: Using visual clues	 Meeting new people	A keypal message Subskill: Capital letters	Word stress	 Design a new country and make a poster to introduce your country.  Creativity Using your imagination
A radio programme about unusual twins Subskill: Using what you know	 Talking about photos	An email Subskill: Apostrophes	/ə/	 Make a circle map of important people in your life.  Critical thinking Thinking about things in different ways
A street interview about shopping centres Subskill: Taking notes while you listen	 Ordering food	A blog post about food Subskill: <i>and</i> and <i>but</i>	Silent letters	 Plan your ideal meal.  Collaboration Working well together
A conversation about a phone app Subskill: Listening to complete sentences	 Making plans	Notes and messages Subskill: <i>because</i>	Pronouncing -es /ɪz/	 Make a digital poster about a typical day.  Communication Asking for help and giving suggestions
A talk about technology Subskill: Completing a table	 Giving instructions	An advert Subskill: Spelling	Spelling the sound /i:/	 Design a robot to solve a problem.  Creativity Finding new solutions to problems
A radio programme from an art workshop Subskill: Using photo captions to help you understand	 Asking for information	Text messages Subskill: <i>so</i>	/e/ and /ɜ:/	 Make a video guide for a photo exhibition.  Communication Communicating clearly
A news report about teens and social media Subskill: Matching speakers with what they say	 Talking about last weekend	A description of a fictional character Subskill: <i>also</i>	<i>was</i> : weak and strong form	 Make a comic about an unknown hero.  Collaboration Researching information and deciding what to include
A radio programme about Bike to School Week Subskill: Listening to choose the best summary	 Buying a ticket	A story Subskill: <i>before</i> and <i>after</i>	Contracted forms	 Do a class survey about transport and present the results.  Collaboration Deciding on roles in groupwork
Listening: review of subskills		Speaking: review of Key phrases		Writing: review of subskills

4

My time



Zzz

WDYT?
(What do you think?)

Why is it a good idea to
organise your time?

A DAY IN THE LIFE OF A TEEN AND HIS PHONE

Vocabulary: the time; daily routines; free-time activities

Grammar: present simple; love/like/don't like/hate + noun; object pronouns

Reading: an online article about life in a K-pop academy

Listening: a conversation about a phone app

Speaking: making plans

Writing: notes and messages

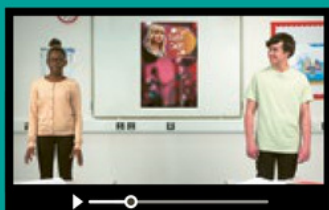
Project: make a digital poster story about a typical day



Video skills p57



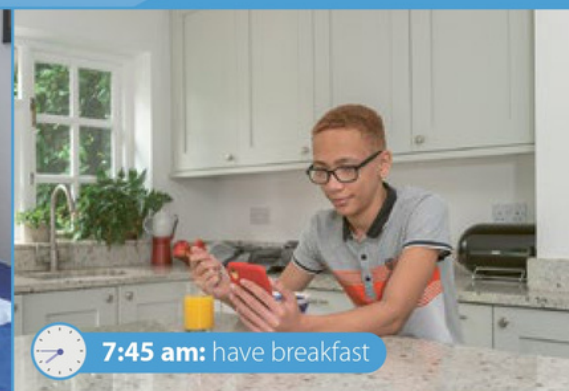
Real-world speaking p63



Project pp66-67



7:15 am: get up



7:45 am: have breakfast



8:35 am: go to school



9:00 am-1:00 pm: have lessons

The time; daily routines

- 1 Copy the clock and write the phrases in the box in the correct order.

five to half past o'clock
quarter to twenty past

- 2 29 Draw six clocks. Listen and write the times on the clocks.

Language note

twelve o'clock = midday or midnight





1:10 pm:
have lunch

3:55 pm:
go home

5:30 pm:
do homework

7:30 pm:
have dinner

9:55 pm: go to bed

- 3 Work in pairs. In turns, draw a clock and ask your partner the time.

What time is it?

It's twenty past ten. What time is it?

Language note

We use digital times in timetables, schedules, etc. We say these as we write them, e.g.

1:30 = one thirty 4:15 = four fifteen
10:30 = ten thirty 11:45 = eleven forty-five

- 4 What time does the boy do the activities in the box?

do homework get up go to bed have lunch

- 5 Match times 1–3 with other activities a–c in the boy's day.

1 9:00 am	a relax
2 3:30 pm	b finish school
3 8:15–9:55 pm	c start school

- 6 Read about the boy's day. Correct the phrases in bold.

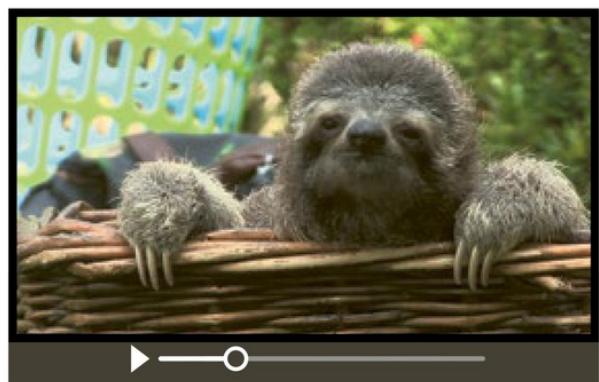
On a typical school day, I **1 go to bed** at quarter past seven. I **2 have lunch** at about quarter to eight, and then I **3 start school** at twenty-five to nine. I **4 relax** in the morning, and then at about ten past one, I **5 go home**. I **6 have lunch** again in the afternoon, and I **7 do my homework** at five to four. I **8 have lessons** at about half past five. I have dinner with my family at half past seven, and then I **9 finish school**. I **10 get up** at five to ten.

- 7 Work in pairs. Compare your day and the boy's day. What is the same and what is different?

I get up at seven. That's different.

And I go to school at half past seven.

VIDEO SKILLS



- 8 Watch the video. What is Lucy's job?

- 9 Work in pairs. Answer the questions.

- Why are documentaries about animals popular?
- Where can you watch documentaries like

Present simple: affirmative

- 1 Read the examples. Copy and complete the rules with the phrases in the box.

They **get up** early.
I **start** school at eight o'clock.
She **makes** music videos.
He **wants** to go to a K-pop academy.

-s to most verbs routines and facts
the infinitive

- We use the present simple to talk about (...).
- With *I/you/we/they*, we use the same form as (...).
- With *he/she/it*, we add (...).

- 2 Read spelling rules a–c. Write the third person singular form of the verbs in the box.

do finish go have relax study

- We add -es to verbs that end in -s, -o, -ch, -sh and -x.
- For verbs that end in consonant + -y, omit the -y and add -ies.
- Some verbs have an irregular form.

- 3 Choose the correct option.

- My brother **do/does** his homework after dinner.
- I **get up/gets up** late on Saturdays.
- We **finish/finishes** school early on Wednesdays.
- My cousin **study/studies** Japanese.
- My sister **have/has** singing lessons.
- Jack and I **go/goes** home for lunch.

Present simple: negative

- 4 Read the examples. Choose the correct option to complete the rules.

They **don't go** home at five o'clock.
He **doesn't relax** after school.
I **don't write** songs in the breaks.
She **doesn't live** in South Korea.

- After *I/you/we/they*, we use **don't/doesn't** + infinitive without *to*.
- After *he/she/it*, we use **don't/doesn't** + infinitive without *to*.

- 5 Change the sentences from affirmative to negative, or negative to affirmative.

- I do my homework before dinner.
I don't do my homework before dinner.
- My mum speaks Chinese.
- My friends and I don't relax at the weekend.
- My dad doesn't work on Saturdays.
- I get up early on Sundays.
- Our teacher doesn't have lunch at school.
- My friend doesn't go to bed at midnight.

- 6  Work in pairs. Which sentences in exercise 5 are true for you?

I don't do my homework before dinner. I relax after school.

Really? I do my homework before dinner.

- 7 Complete the article with the present simple form of the verbs.


SCHOOLNEWS

NEWS ABOUT STORIES


A DAY IN THE LIFE OF A SAXOPHONE PLAYER



Ethan Williams **1** (...) (**get up**) early every day, and he **2** (...) (**go**) to school at twenty to seven. His lessons **3** (...) (**not start**) then. He usually **4** (...) (**spend**) an hour in the music room. He **5** (...) (**have**) lessons in the morning and again after lunch, but he **6** (...) (**not go**) home at the end of the school day. He **7** (...) (**practise**) in the music room for another two hours. Then he **8** (...) (**study**) the saxophone with a private teacher for an hour. After the lesson, he and his family **9** (...) (**have**) dinner, and **10** he (...) (**play**) the saxophone again before bedtime!

- 8 Answer the question to solve the Brain teaser.



TEASER

Lana, Juliet and Grace are sisters.
Lana starts school half an hour before her sister Grace.
Grace starts school a quarter of an hour after Juliet.
Juliet has lessons from 8:45 am to 3:30 pm.
The school day for each sister is the same.

What time do Lana and Grace finish school?



Making plans

- 1 Work in pairs. Look at photos 1–3. What can you see?
- 2 Watch the video. Which activity do the friends decide to do, and when?
- 3 Watch again. Number the Key phrases in the order you hear them.
- 4 Complete the dialogue with the Key phrases. Watch again and check.

Owen Hi Amy.

Amy Hey Amy, how are you?

Owen I'm fine. You?

Amy I'm good.

Owen Listen, are you 1 (...) on Saturday?

Amy Sorry, I'm 2 (...). It's my mum's birthday.

Owen What 3 (...) Sunday?

Amy Sunday's 4 (...). What do you want to do?

Owen I've got a new video game. Do you want to come and play it?

Amy Yes, 5 (...). Is 10:00 6 (...)?

Owen Well, I get up late on Sundays. Why 7 (...) we meet at 11:30?

Amy OK, 8 (...). See you on Sunday at half past eleven.

Owen See you, bye.

- 5 Create your own dialogue. Follow the steps in the Skills boost.

THINK

Write a list of free-time activities.

PREPARE

Prepare a dialogue between two friends making plans. Remember to include Key phrases.

Hi Lucía. How are you?

I'm fine.

Are you free on Friday evening?

PRACTISE

Practise your dialogue.

PERFORM

Act out your dialogue for the class.

- 6 **Peer review** Listen to your classmates and answer the questions.

- 1 What do they decide to do and when?
- 2 Which Key phrases do they use for making suggestions and saying Yes or No?
- 3 Would you like to do this activity with them? Why/Why not?

Key phrases

Making suggestions

Why don't we (meet)?

Are you free on (Saturday)?

What about (Sunday/11:30)?

Is (Sunday/10:00) OK?

Saying Yes or No

(Sunday)'s good.

OK, fine.

Yes, great.

Sorry, I'm busy.

Real-world grammar

What do you want to do?

Do you want to come and play it?

I get up late on Sundays.

4

Project

WDYT?
(What do you think?)

Why is it a good idea
to organise your time?

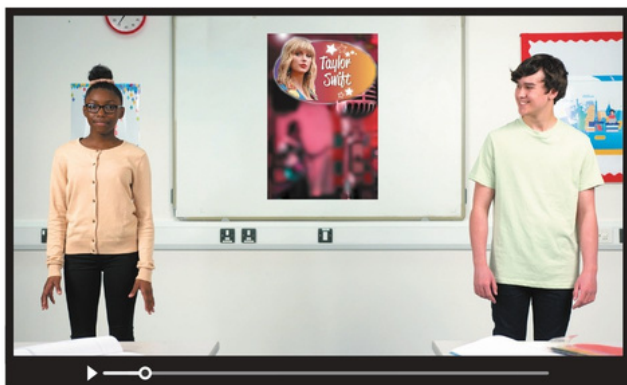
TASK: Make a digital poster
about a typical day.

Learning outcomes

- 1 I can describe a typical day.
- 2 I can ask for help and give suggestions.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p143

- 1  Watch a video of students describing the typical day of a singer. What activities do they mention?



STEP 1: THINK

- 2 Look at the Model project. What can you see?
 - the name of a famous person
 - their photo
 - a physical description
 - photos of their day
 - a short text about each photo
- 3 What do you think? Is the information real or invented?

STEP 2: PLAN

- 4 Work in pairs. Choose a famous person (a singer, actor, sports person, etc.).
- 5 Make notes about their typical day. (Invent!)
 - 1 What does the person do? (make a list of eight things)
 - 2 What time does the person do each thing?

STEP 3: CREATE

- 6 Work in pairs. Read tips in the Super skills box and practise saying the Key phrases with a partner.

COMMUNICATION



Asking for help and giving suggestions

Tips

Ask questions about your ideas.
Say the things you like.
Give alternative ideas.

Key phrases

What do you think of this?
Is this a good idea?
Do you agree?
I like ... a lot.
I'm not sure about ...
What about ... ?

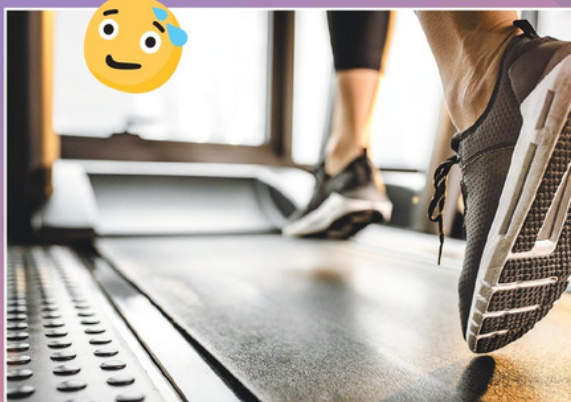
- 7 Read the *How to ...* tips on p143. Choose eight photos for your story. Use the tips and Key phrases in the Super skills box.
- 8 Write one or two sentences for each photo.

Model project

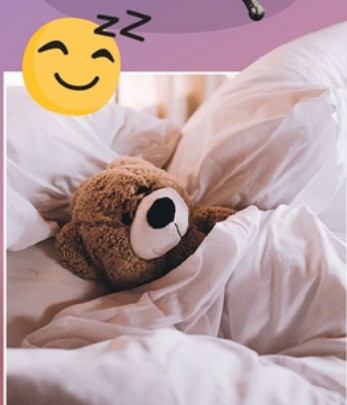
1 Taylor Swift gets up at seven o'clock.



2 She has breakfast at quarter to eight. She usually has tea and toast.



3 At quarter past eight, she goes to the gym and she stays there for an hour.



8 She goes to bed at midnight.



Taylor Swift

Invented by Amelia and Alex



4 In the morning, she goes shopping in New York City.



7 At eight o'clock, she sings in a concert. Then she meets her fans.



6 She doesn't relax in the afternoon. She practises singing or writes songs.



5 She has lunch with friends in a restaurant at half past one.

STEP 4: PRESENT

9 **Peer review** Work with another pair. Take turns to describe your person's typical day. As you listen, answer the questions.

- 1 Is the day organised? Is there a balance of activities?
- 2 Are the photos interesting?

4 FINAL REFLECTION

1 The task

Can you talk about times and activities in a typical day?
Do you use interesting photos?



2 Super skill

Do you ask for help and give suggestions?



3 Language

Do you use language from the unit?
Give examples.

